REPORT RESUMES

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COUNSELING GIRLS AND WOMEN--AWARENESS, ANALYSIS, ACTION.

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OBJECTIVES OF THIS GUIDE TO BE USED IN AN INSERVICE TRAINING PROGRAM ARE--(1) TO ALERT COUNSELORS TO SPECIALIZED NEEDS OF GIRLS AND WOMEN, (2) TO PROVIDE A READABLE SOURCE OF BACKGROUND MATERIALS, (3) TO DEVELOP APPRECIATION OF THE ROLE OF THE EMPLOYMENT SERVICE IN COUNSELING GIRLS AND WOMEN, AND (4) TO CREATE AN AWARENESS OF RESEARCH IN THE AREA OF WOMEN'S ROLE IN SOCIETY. THE PERCEPTIVE COUNSELOR ATTEMPTS TO ALERT GIRLS AND WOMEN TO SOCIAL CHANGE AND ITS IMPACT ON WOMEN'S LIVES, FUTURE-ORIENTED OPPORTUNITIES, AND A LIFE PLANNING APPROACH. THE LATTER INVOLVES PLANNING FOR MULTIPLE ROLES DURING DIFFERENT PERIODS OF THEIR LIFE. WOMEN'S EMPLOYMENT FALLS INTO THREE GENERAL PATTERNS--THE CONSTANT EMPLOYEE, THE IN-AND-OUT EMPLOYEE, AND THE NOVICE. ATTITUDES ARE CHANGING TOWARD WOMEN'S ROLES, AND THEY NOW HAVE TO CHOOSE A CAREER OR HOME OR BOTH. RECENT TRENDS IN EDUCATION SHOW THAT THE MORE EDUCATION A WOMAN HAS, THE GREATER ARE THE CHANCES THAT SHE WILL BE WORKING. NEW FIELDS ARE OPENING FOR WOMEN WITH EDUCATION. CONTINUING EDUCATION IS AVAILABLE TO MORE PEOPLE WITH DIFFERENT BACKGROUNDS. A ANNOTATED BIBLIOGRAPHY IS INCLUDED. (MS)

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COUNSELING GIRLS AND WOMEN

Awareness
Analysis
Action

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VT001125

COUNSELING BASED ON OBSOLETE ASSUMPTIONS IS ROUTINE AT BEST; AT WORST, IT IS DANGEROUS.

—MARGARET MEAD

From:

Mead, Margaret and Kaplan, Frances Balgley (editors). *American Women* (The Report of the President's Commission on the Status of Women and Other Publications of the Commission). New York: Charles Scribner's Sons, 1965.

Counseling Girls and Women

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Awareness
Analysis
Action

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Prepared for
Missouri Department of Labor and Industrial Relations
March 1966

TABLE OF CONTENTS

AWARENESS

Introduction 1

Immediate Future Is Not Enough 4

ANALYSIS

Total Life Planning 7

Patterns of Employment 12

Changing Attitudes Toward Women's Roles 25

ACTION

Woman's Place In Education and Training 39

Future Oriented Possibilities 45

Invitation to Innovation 60

A Selection of Annotated Readings 66

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KENNETH K. KERN
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Foreword

All State Employment Service Agencies provide for up-grading counselors through a program of in-service training which includes courses in Orientation, Basic Employment Counseling, and Refresher Training at the local and/or the state level.

This publication has been prepared for use in the In-Service Training Program of the Agency and has the following objectives:

> To alert the counselors to specialized considerations appropriate to the counseling of girls and women.
>
> To provide ready and readable background materials covering some of the basic aims of counseling women in an employment service setting.
>
> To make the counselor aware of a point of view concerning the special needs of women workers and to facilitate continuous professional growth and development in order to keep current with the best methods and techniques in counseling women.
>
> To provide the counselor an opportunity to better understand the expanded responsibilities in counseling girls and women that the Employment Service has assumed under the Manpower Programs of the 1960's.
>
> To provide the counselor with current perspectives on women's role in society resulting from considerable research in this area and to emphasize the importance of counselors being aware of this research.

The materials in this publication do not necessarily represent the official views of the Bureau of Employment Security nor of the Missouri Division of Employment Security and do not have the effect of law, regulation, or ruling. They do, however, reflect efforts by the University of Missouri at Kansas City and the Missouri Division of Employment Security to explore significant aspects of Employment Service Counseling of women in order to encourage evaluation and stimulate professional growth.

HERMAN JULIEN, *Director*
Missouri Division of
Employment Security

Preface

Wise vocational choice and effective training for the world of work have long been important for American girls and women. Now, in the light of women's rapidly changing work roles, they have taken on far greater significance. The number of women in the labor force has doubled since 1940. The likelihood of younger women working has not altered appreciably. It is the increased employment of women in their middle years which has significantly changed the picture. In fact, the period when today's woman is most likely to work outside the home is after her child-rearing years. More than half of all women between the ages of 45 and 54 were in the labor force in 1965.

The young girl needs special counseling and educational resources if she is to have a realistic appreciation of how she is likely to take her place in tomorrow's world. This publication makes a highly important contribution in its exposition of new dimensions in counseling needs. It is innovative and constructive in pointing to the crucial area of counseling as it affects the choices involved in total life planning for women. It is only as young women are able to prepare themselves for their various roles—full-time worker; full-time homemaker; part-time worker, followed by full-time career woman or active volunteer—that they will make the most of their opportunities at each stage. Only in this way can they reap the greatest rewards for themselves and contribute fully to society.

This study is also helpful to the mature woman who seeks to assess realistically the factors involved in her re-entry into the labor force, whether on a full-time or part-time basis.

The sections on "woman's place in education and training" and "future-oriented employment opportunities" will be of special value not only to individuals seeking to enter or return to the labor force, but to vocational and guidance counselors as well.

MARY DUBLIN KEYSERLING, *Director*
Women's Bureau

1

Introduction

Important technological and social changes account for the changing role responsibilities of women in American society as we approach the twenty-first century. Counselors need to increase their understanding of the social forces which are rapidly propelling us toward drastically different roles for many women in this country. Among these forces are:

—Labor saving devices in the home.

—Earlier out-of-home education for children.

—Increased opportunity for women to embark upon or continue education and training.

—Increased employment opportunities generated by an affluent economy.

The impact of these forces on the lives of modern women can be easily seen by observing some recent trends in the participation of women in the labor force.

More women are in the labor force at present than ever before in history.

More mothers are working outside the home.

More women have volunteer or community service commitments outside the home.

More middle aged women are seeking gainful employment as their family responsibilities lessen.

Employment counselors are aware of these changes and the challenge they create in counseling girls and women for today and tomorrow.

The alert counselor recognizes both the change and the challenge and tends to respond by asking questions such as the following:

Challenge

How does one counsel girls concerning comprehensive life planning?

How does one assist employers to modify attitudes which do not reflect an expanded view of women's roles?

How can older women be persuaded to undertake training that will enhance the extended work period which has become commonplace for the mature woman?

What can the employment counselor do to encourage development of part-time jobs that are compatible with home responsibilities?

Easy answers are obscure and there is no magic formula but there is promise in an approach where **both** the counselor and counselee view social change and women's roles in a perspective which suggests:

AWARENESS

ANALYSIS

ACTION

In other words—the perceptive counselor attempts to alert girls and women with whom she counsels to:

Social change and its impact on women's lives.

Future oriented opportunities.

A life planning approach which requires the counselee to consider the long range future as well as the present and immediate future.

Awareness has several dimensions. The counselor of girls and women knows about and understands the dual and multiple roles assumed by women today in all social classes. She has a private collection of "models"—women who successfully balance home, employment and community responsibilities during substantial periods of their lives.

Dimensions Of Counseling

The counselor also understands the conflicts that may be created by rapid social change, i.e., many girls have been conditioned since childhood to role expectations that would have been more appropriate for the women of a generation or two ago. Other girls have substantial aspirations for education and professional achievement, but the attitudes of educators and employers are not always sympathetic or encouraging. Still other girls and women need to be motivated toward training that will make them employable in a world of work which is changing over night. Empathic understanding for the mother who must work is also necessary.

Social forces have combined to make the counseling of girls and women for the decades ahead a complex enterprise. The chapters which follow attempt to delineate problems, possibilities and avenues of action.

2

Immediate Future is NOT Enough

IMMEDIATE FUTURE IS NOT ENOUGH contains a simple message which can serve to alert the counselor of girls and women to an important point of view—**a planful point of view.** A planful point of view is important in working with:

High school girls[1]

College girls

Women who desire to re-enter the labor market when their children are older

Women who desire to enter the labor market for the first time following a period of homemaking responsibility.

Women who are now working and seek referral to different and improved employment situations

The counselor knows that "social change" has "set in," that eight out of 10 girls in school at the present time will work at least 25 years of their lives.[2] The counselor knows that the life patterns of women in America today are drastically different than in their grandmother's day.

Girls and women frequently visit an employment office or Youth Opportunity Center on what they consider a very simple and immediate mission. They want a job now—the heck with the future. It is very difficult for anyone at any age to project himself into the next decade or era of his life. Thus, the counselors of girls and women are faced with a substantial challenge when they attempt to guide girls and women who are seeking employment to think in terms of their interests and abilities and the opportunities that exist or are likely to open in the future.

This is a hard job, especially when the majority of our girls of all social classes have been socially and culturally conditioned by parents, peers, teachers, and others to a viewpoint which says—"you are employed until you are married and you might work a year or two after that for furniture or something and that is it!"

Often girls have the escape or "drop out" point of view—a job is a good way to get out of school.

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[1] Hedges, Janice N. "Counseling of Girls and Mature Women." *Employment Service Review*, 1964, *1*, 23-24. Employment counselors are reaching seniors in about half of the high schools in the United States.

[2] *Ibid.*

Older women coming to seek jobs that will bring them back to the labor market are also oriented toward the immediate future, i.e., what's available that I can do? What will fit in with my children's school schedule? These women often fail to recognize that the employment which they are seeking at 35 or 40 may turn out to be a pretty long range proposition. The **average** age of women workers is now 41,[3] so again, for many of these returning women, the **immediate future** is not enough. Or what about the woman who can be designated as the older novice? This woman has little or no work experience outside the home. She now wants or needs a paid job and what is available today? The older novice frequently needs to be guided in terms of training, in terms of a plan rather than to the nearest low level job.

The constant or permanent employee may also need guidance concerning her desire to change jobs. This woman may intend to work consistently and likewise should have the advantage of the employment counselor's experience in terms of the longer view which attempts to project a substantial occupational future involving employment opportunity, home and community responsibilities.

The counselor recognizes that job requirements are changing, that new opportunities are opening for women and that the role of women in our society is expanding to include dimensions of social participation and work outside the home that did not exist a brief decade ago. They also recognize the reality of divorce and widowhood in our society and the usual need for women to be gainfully employed under these special conditions.

1970 Coming Up

Women's lives embrace multiple responsibilities as never before. As has been hinted, the life pattern for women today is dramatically different and it includes education, work, home, family and community responsibilities. The counselor must help the girl, young woman, or older woman to see these responsibilities in **balance** and to plan for and prepare for a work career that accommodates the new situation for many women in our society. This means that the counselor must attempt to work with female counselees in a framework which goes something like this—

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[3] *Ibid.*

How do employment and training plans and goals extend beyond the immediate present?

How does the counselor involve girls and women in longer range plans?

How can high school girls be assisted in their attempts to project themselves into a future which includes home and family responsibilities, possible separation or widowhood?

What techniques work?

The counselor should also plan to utilize follow-up procedures to learn what differences exist in employment situations and life satisfactions of the girls and women who have been assisted with goals and plans which extended beyond the immediate future . . .

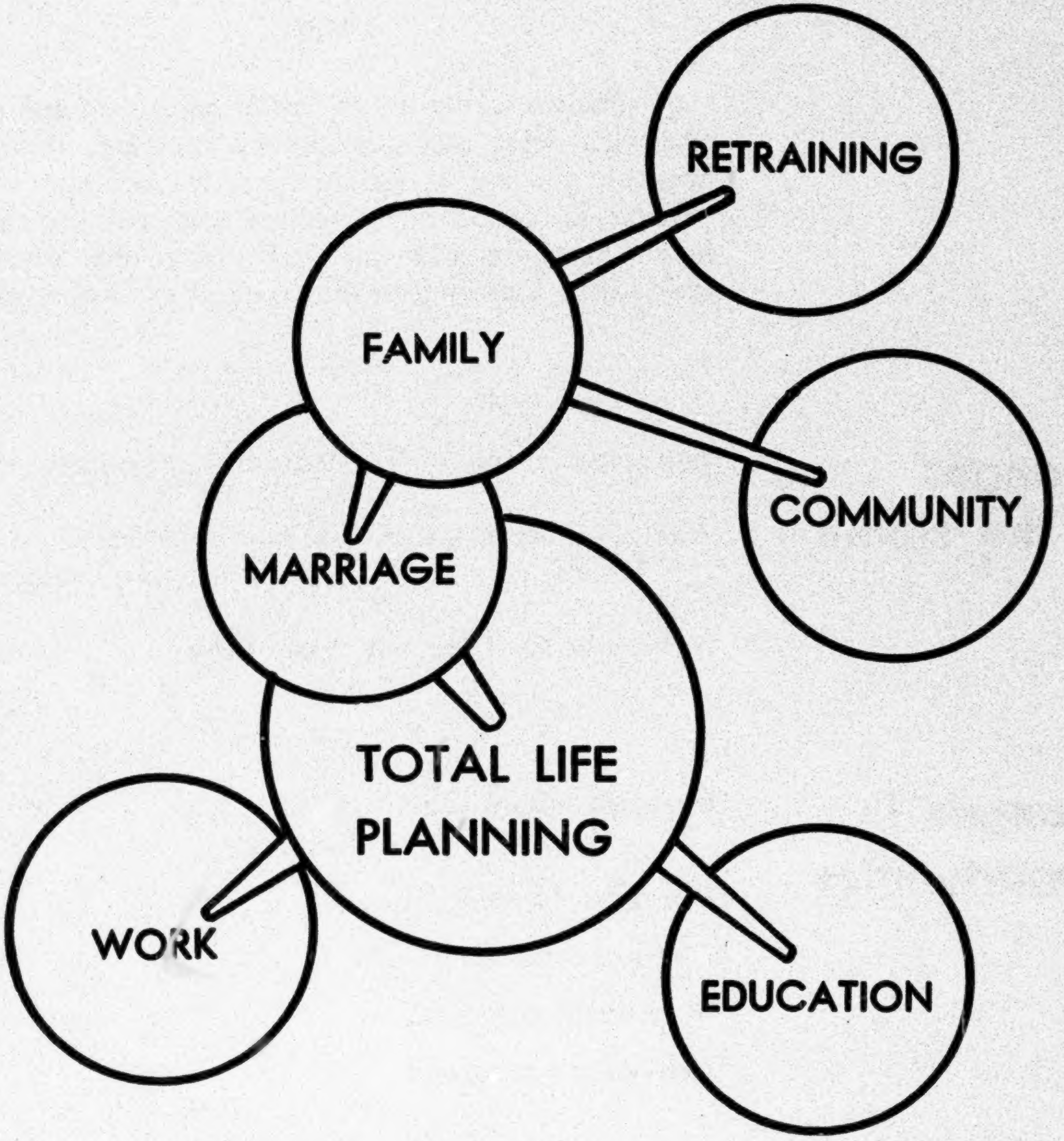
FOR WOMEN TODAY—LIFE SUCCESS IS GOING TO MEAN MULTIPLE ROLES DURING DIFFERENT PERIODS OF THEIR LIVES.

This perspective makes anticipation, future projection, and life planning vitally important. Alert counselors will counsel for the future and will make use of available techniques to encourage their female counselees to be concerned for the future as well as the present—this means a kind of total life planning which will be defined and discussed in the following chapter.

> Future planning embraces employment aspirations as well as projected family responsibilities and has become as important for girls and women in our society as for men and boys.

3

Total Life Planning


RETRAINING
FAMILY
COMMUNITY
MARRIAGE
TOTAL LIFE PLANNING
WORK
EDUCATION

School Bells, then
Wedding Bells —
that was the extent of life planning done by mother.

Is it any different now?

Should it be?

Is it necessary to plan differently today?

YES

Changes in our society make rethinking and reappraisal of many of our traditional ideas and stereotypes a necessity. Today, with more opportunities available for use of leisure time, for educational programs, in community projects, in anti-poverty programs, and with the employment needs generated by our expanding economy, girls and women are able to consider alternatives rather than following in the footsteps of mother and grandmother.

Changes In the Home

The trend toward early marriages may continue, it may not.

A large family or a small family is becoming more and more a personal choice because of medical advances in family planning.*

Perhaps being single will again become a "respectable" choice.

Changes In Opportunities

Increased leisure time.
(**constructive** use of leisure.)

More and different jobs.

Training (and retraining).

Work-study programs.

Anti-poverty programs.

These changes point the direction to TOTAL LIFE PLANNING. Total Life Planning means that girls and women plan for participation in the labor market, in community, home, and family life in various combinations.

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* There were only 3,767,000 babies born in this country last year, the smallest annual total since 1951 and the first drop under 4 million since 1953. In contrast to the declining number of births, the marriages increased during 1965 to an estimated 1,789,000, the largest number for any year since 1953. *Kansas City* (Mo.) *Times* February 21, 1966.

Total Life Planning requires awareness both on the part of the counselor and counselee. Awareness encompasses:

AWARENESS of choices

AWARENESS beyond the immediate

AWARENESS of the realities of the working world

AWARENESS of personal desires and preferences

AWARENESS of abilities

AWARENESS of need for education and training

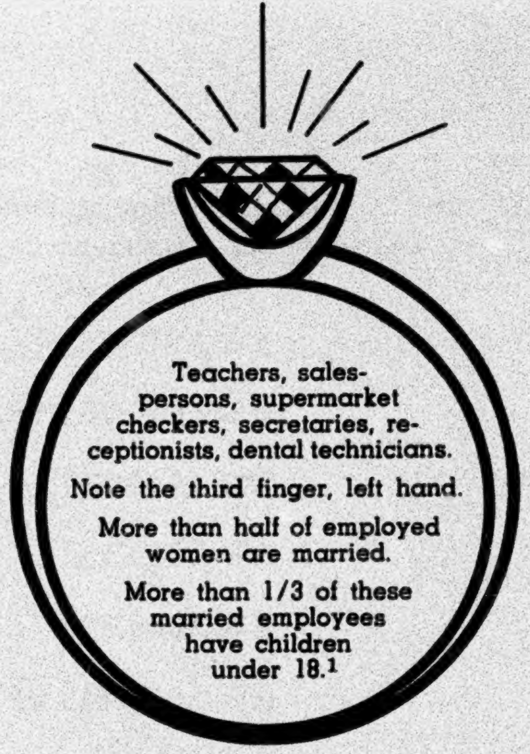
AWARENESS of future unpredictability (unforeseen changes)

AWARENESS OF THE NECESSITY FOR ACTION

The girl or woman who is aware of, and knowledgeable about, the many possibilities of combining various roles at different times in her life span is far better prepared for the future than the girl or woman who thinks and acts only along traditional lines of marriage **or** work. TOTAL LIFE PLANNING cannot be completed in a short chat with a counselor during the senior year in high school. Girls and women and the counselors who work with them must consider numerous possibilities. By using a combination of accurate knowledge about today's world, employment predictions for the future by experts in various areas, and awareness and attention of both the counselee and counselor to the factors mentioned above, TOTAL LIFE PLANNING can be a reality.

This does not mean that the counselee will be able to say, "On October 15, 1980, I am going back to work as a computer programmer since my youngest child will start school on September 6 and I will have finished my six-week brushup course by then." What it does mean is that she will have flexible plans for various possibilities for different times of her life—depending on a variety of influences, e.g., locale, economic situation, family and personal health, mobility of husband. Since the planning deliberately encompasses a number of possibilities, there should be no panic about the unexpected changes which will come along.

Multiple Role Women



Teachers, salespersons, supermarket checkers, secretaries, receptionists, dental technicians.

Note the third finger, left hand.

More than half of employed women are married.

More than 1/3 of these married employees have children under 18.[1]

These women are fulfilling multiple roles. They are being wife, mother and worker.

Multiple Role Families

Part of Total Life Planning.

In the traditionally organized family, the husband is the breadwinner, the wife, the homemaker. Home tasks are divided on a sex-determined basis. Wives cook, wash and iron, clean the house, and take care of the kids. Husbands hang storm windows, manage the lawn and garden, clean the basement and garage, and do the necessary painting and repairing. When women assume multiple roles (responsibilities outside the home), some changes in the organization of the family necessarily occur.

These changes often produce a multiple role family:

1. Both the husband and wife have mandatory out-of-home commitments.
2. Home tasks are done, not on the basis of sex of task-performer, but on the basis of skill, preference, time available, and necessity.

While the first multiple role families were probably established in response to economic necessity—two or more paychecks were needed to provide the basic necessities—now more and more of these families are being developed by **choice.** When the wife's move into the labor market is the result of choice rather than necessity, the opportunity for mutual decision and approval by husband and wife arises. The World War II and Korean GI with a family who chose to go to college to upgrade his earning potential rather than return to his pre-war occupation purposefully established a multiple role family. Husband and wife shared both the responsibilities for household tasks and support of the family.

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[1] *1962 Handbook on Women Workers.* Washington, D. C.: U. S. Government Printing Office (Women's Bureau Bulletin No. 285), 1963. p. 39, p. 50.

Far more than a simple increase in affluence can be realized from the acceptance of the idea of, and establishment of, the multiple role family. In the multiple role family, each person can develop as an individual. Talents which might not otherwise be developed can be put to use. Both husband and wife can find fulfillment in a number of roles, as well as fulfilling one primary role.

> Studies indicate that there is a greater sharing of household tasks when the mother is employed. **This does not mean that there is a rejection of the homemaking role.** It was found that this rejection was actually more prevalent in cases where the mother felt tied down to the home.[2]

Children in the family can benefit from the increased communication within the family. The trend toward multiple roles can provide a much more realistic approach in assigning tasks to children. Feelings of family responsibility can be enhanced. Children can get to know their fathers as someone other than the guy who watches the football games on TV on weekends. A chance to share, whether it be in work or leisure, should not be passed up. Children and adolescents who see tasks performed by whichever parent has the talent, time, and/or preference for doing them will be much more able to realistically plan for the possibility of multiple roles in their futures.

The counselor will have opportunities to use the concepts of TOTAL LIFE PLANNING and MULTIPLE ROLE FAMILIES as he meets and works with girls and women both in schools and at the employment service offices. When girls and women approach living from these points of view, Parkinson's First Law—work expands to fill available time—need never be applied to housework.

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[2] Powell, Kathryn Summers. "Maternal Employment in Relation to Family Life." *Marriage and Family Living*, 1961, *23*, 350-355.

Blood, Robert O., Jr. and Hamblin, Robert L. "The Effect of the Wife's Employment on the Family Power Structure." *Social Forces*, 1958, *36*, 347-352.

4

Patterns Of Employment

Womanpower

The employment counselor looking ahead to manpower needs of the future has important statistics to observe:

1) In the 14-17 age group—only 1% of the girls hold full-time jobs.
2) In the 18-19 year age group—7 out of 10 hold jobs **but** only 1 of 5 is likely to hold a full-time job throughout the year.
3) By age 20—1 out of 2 women are married.
4) In the 20 to 35 year age group—most women are occupied with home and family as primary role.[1]

AND

1) Half the women who work are over 40.
2) The average age of working women is over 41.[2]

We are a nation which employs a large number of grandmothers.

BUT—

Employment histories are not the whole story. The counselee should, with the aid of the professional, ANALYZE her self concept and how this concept relates to her reasons for seeking employment as the first step in developing an action plan. Each woman is and must be helped as a separate and distinct person. Further, ANALYSIS of the INDIVIDUAL and the alternatives available includes checking possibilities, throwing out impossibilities, and exploring new directions.[3] A unique combination of goals and previous experiences will be presented by each woman.

---

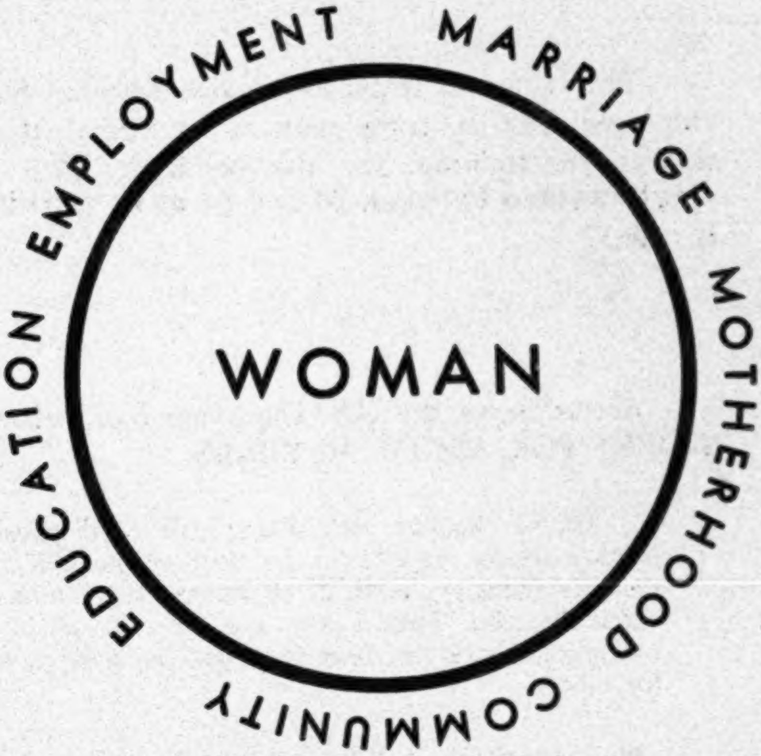
[1] Mitchell, James P. "Coming Problems in the Labor Force." pp. 15-23 in National Manpower Council. *Work in the Lives of Married Women.* New York: Columbia University Press, 1958. p. 17.

[2] Hedges, Janice N. *Op. cit.*

[3] Tyler, Leona. "The methods and processes of appraisal and counseling." pp. 76-89 in Thompson, A. S. and Super, D. E. (editors). *The Professional Preparation of Counseling Psychologists.* New York: Bureau of Publications, Teacher's College, Columbia University, 1964.

THEREFORE

Look at the overall life activities and possible arrangements of five components of a woman's life.



—All part of the whole but individual amounts of each ingredient.

Although the counselor recognizes the importance of individual differences and is sensitive to the need for empathy and perception in dealing with each counselee as an individual, he is also aware that employment histories place women and girls in three general patterns:

THE CONSTANT EMPLOYEE
One who works throughout her life

THE IN-OUT-IN EMPLOYEE
Worker who is employed for a period of time
Stops working
Re-enters the employment field

THE NOVICE
The beginner, whether 16, 36, or 56

Constant Employee

The "constant employee" is one who has been employed since the completion of her formal education and/or training. She may be single; **77% of single women between 20 and 64 were working in 1961.**[4]

According to the U.S. Department of Labor, THE SINGLE WOMAN WORKS FOR ABOUT 40 YEARS:

> For women who remain single, the work pattern is relatively simple and bears a strong resemblance to that for men. Women in this group, which includes about one-tenth of all women, work most of their lives. Those who enter the labor force before age 20 and remain unmarried, will probably continue to work for about 40 years—not quite as long as the 43-year average for men.[5]

Socio-economic status is primarily important only in combination with marital status. Single women who follow the pattern of constant employment may come from any socio-economic level. The married woman who follows the same pattern traditionally has been from the economically disadvantaged socio-economic class.[6] As more women decide to combine marriage and employment, there will be a shift toward women of all socio-economic levels becoming regular members of the work force.

The constant employee works because she has, in most cases, no other financial means of support. She is aware of the necessity of obtaining and holding a position which affords her the best opportunity for self satisfaction and monetary reward. In most cases, if a woman has established a successful affiliation, the employment counselor will not be seeing her.

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[4] *1962 Handbook on Women Workers. Op. cit.*, p. 40.
[5] *Ibid.*, p. 36.
[6] *Ibid.*, p. 46.

The woman who has not happily settled her occupational future is a different case. Vocational counselors are apt to see her several, if not many times. Her reasons for coming to the counselor will vary widely:

1) Her most recent job may have been terminated because of automation; her skills no longer applicable in that employment situation.
2) The new Civil Rights legislation and the act requiring equal pay for equal work may have opened new possibilities for her in job choice.
3) Perhaps she is seeking advancement in terms of pay and status which are not possible in her present job.
4) A different position would offer more convenient employment or better working conditions.
5) She may be looking for more intellectual challenge.

A college woman who is looking for a long-term job is not likely to be satisfied with "just any job"; she probably will jump from one to another until she finds employment which fits all of her needs, financial, personality, and intellectual. The problem involved in settling her occupational future is her attitude toward the type of job she is asked to perform rather than working hours, money, or working conditions. The difficulty in finding permanent placement will vary directly with educational attainment. What the college graduate does not like about her typical first job after graduation is rather pointedly illustrated by the statement of a very bright, well qualified girl after giving a New York job a year's trial: "Nobody gives a damn what you think as long as your fingers are nimble."[7]

Educated and/or trained constant employees present various problems to the counselor, but the solutions to their difficulties are relatively simple when compared to the problems of the "disadvantaged women". The factors which push the "disadvantaged woman" into the poverty class and require her to seek employment also work to prevent her from successfully finding and holding constant employment.

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[7] Shepherd, Jack. "Is Someone Kidding the College Girl?" *Look*, 1966, *30(January 11)*, 37-38. p. 37

She may be a wife——and mother——

more than one million adult married women living with their husbands exist on incomes below the poverty level.

She may head a family——

2.3 million impoverished women are widowed, divorced, separated or single and are the mainstays of their families.

She may be alone——

½ of all the women who live apart from their families have incomes of less than $1,500 per year. Six out of 10 women alone are widows, and half of those are over 60 years of age.

She may belong to a minority group——

of the 7 million non-white women (16 years of age or older) who live in the United States, 3 million live in poverty.

She may lack formal education——

less than one half of ALL women over 25 years of age are high school graduates.[8]

The answers as to what can be done for these women may come from protective legislation . . . minimum wage laws, training programs, Job Corps, community services (licensed day care centers). No doubt exists that more needs to be done. Employment personnel who focus attention on the "disadvantaged woman", to bring all present resources to her aid and to encourage new avenues to open for her are grappling with major social problems.

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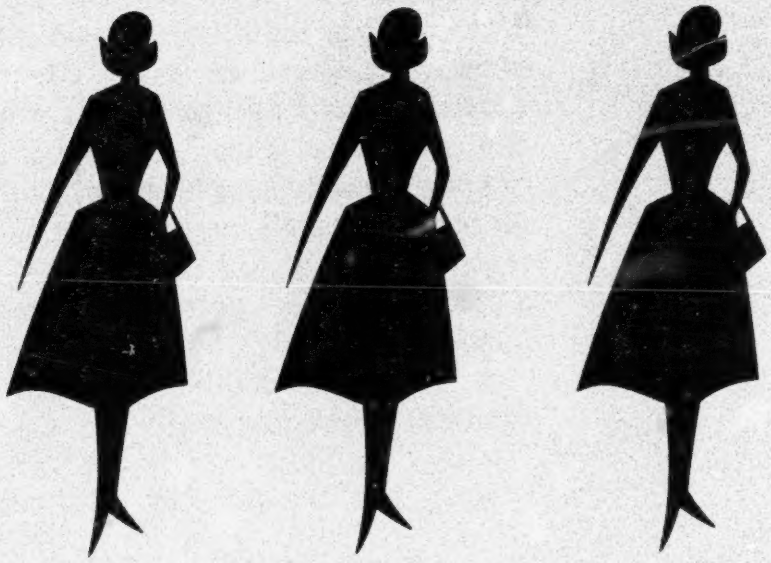
[8] Waldman, Susie. "A Look At 'The Other Woman'". *Platform Council* (National Council of Jewish Women), 1965, *9(No. 6)*, 1-6.

In-Out-In Employee



In —employed
Out—left employment due to marriage or family
In —return to employment

Women in this category may be from almost any educational or socioeconomic level. Motivations for their return to work are many:

1) Economic need—one salary in the family cannot cover the family's expenses.
2) Specific goal—new home, second car, a college education for the children.
3) Fulfillment for the woman who finds that being a wife and mother does not require the amount of time or energy nor give the stimulation it did when the children were younger.

Marriage and children are part of the modern woman's life for a shorter period of time than was true in grandmother's day. The speed with which the schools and other community institutions are continuing to take over many tasks which in the past required mother to stay home amaze the modern family. Hot lunches at school, organized after-school activities, and school buses take over responsibilities for which mothers were formerly needed. Husbands feel the increasing necessity of total concern with job pressures and often are required to travel. Often marriages settle and interest in shared activities is no longer as high as when the marriage was young and yet to be explored. What is the housewife to do? How is she to hold on to the feeling of being needed that was hers when the family and household actually depended on her labor, skills, and presence to keep it physically together? How can she regain a sense of full contribution? A job, a place to be at a certain time, a a place where her contribution is required, and the all important paycheck to increase her family's buying power can restore her feeling of worth.

Various possibilities are open for consideration by the counselor and counselee depending on:

1) the previous work experience of the counselee.

2) the time lapse in skill usage.

For the woman whose skills are in good repair, placement is the question and the counselor will probably only see her briefly, if at all. If her previous experience was in a field which no longer exists, her training may be useful in a related area after retraining in new but similar skills. If her skills are rusty and outdated due to years away from work, a program of updating skills needs to be considered. For the woman who cannot afford the cost or time of retraining, acceptance of a lesser position may be the immediate solution, but not the long range goal.

Fringe Frets

There are some special problems which the in-out-in employee will need to consider with her counselor:

Attitudes of her husband and children—
Possible need of outside household help—
Availability of child care—
Employer and/or co-worker prejudice—
Economic soundness of employment.

The woman who has been absent from the employment scene for a number of years may find that employers are not as interested in her as a possible employee as someone who has come directly from a training program—but—since the possibility of her having to drop out of her job as the result of pregnancy is fairly low, she may be **more** in demand than the younger woman worker.

Male co-workers may resent her presence as a threat to their image of the "breadwinner" and single female co-workers may look at her as someone who is trying to "eat her cake and have it, too." (Perhaps a program of "adult education" needs to be instituted.)

$ $ $ $ $ $ $

All economic factors which may have relevance for the in-out-in employee must be taken into account. Simple addition of the costs: child care, clothing, transportation, a higher income tax bracket may show that the cost of working may be greater than the value received by the woman or her family. Perhaps paid employment is not the solution. It may be that she should seek out-of-home activities in volunteer organizations, in the classroom, or in hobby or study clubs. Arithmetic and an honest evaluation of the expenses involved can help the family decide.

The Novice

"Green as Grass"

There has to be a first job for everyone and at that time each person is a novice. Counselors know that the problems of the novice woman are different from those of the novice man. She may be:

1) any age.
2) any marital status.
3) at any level of education or training.
4) of any background of experience.
5) at any level of necessity for the income.

The novice and the persons she comes to for advice and assistance should look at her life as a continuous process, viewed as a sequence rather than a series of unrelated segments.

Occupational and employment information can be the decisive factor in orienting the NOVICE into the world of work, whether she be 18 and fresh out of high school or 35 and fresh out of pre-schoolers. Ignorance of the existence of employment information or inability to make proper use of the information available has been and can be a contributing factor to the maladjustment of some workers to their jobs. Attitudes of the novice toward employment, as well as employment information, are vital to occupational decisions. Development of realistic attitudes must be part of preparation for successful employment.

Dear Counselor:
These are the kinds you'll get:

The Young Novice

A Stitch in Time---

Successful counseling with the young novice is the key to the development of rewarding life planning. . . . According to prevailing employment practices, the novice will become either a CONSTANT EMPLOYEE or an IN-OUT-IN EMPLOYEE, and **now** is the time to establish awareness of the need for total life planning, or to reinforce it, if the idea is already present. . . . The counselor will see some young novices while they are still in the school environment, where the most good can be done. The younger novice should be encouraged to stay in school and to acquire as much education and training as possible. The advantages of seeking employment with as many skills as possible to offer prospective employers should be stressed.

A job is not the end of the learning process, it is a shift from learning and producing for a test and a grade card to learning and producing for a time card and a paycheck. The better the preparation, the better the future in terms of:

Job choices.

Paychecks.

Marriage potentials.

Future return to employment after marriage and family.

The counselor is aware of work opportunities and employment trends and has the ability to impart this information to the young novice.

Educational Escapee

Counseling the young novice sounds easy so far. But the counselee who has had an unsuccessful school experience and does not desire to continue her education is a different story to the counselor. Her present motivation may be to leave books and learning. . . . A job offers escape from an unhappy period of her life. . . . This counselee is more difficult to approach with the idea of continued learning and the acquisition of new skills. A job may only be a "way-station" on the route to marriage, family and her idea of security. The counselor has two tasks:

Help the counselee find a job.

Develop a realistic approach to employment responsibilities and to the number of possible working years.

The Educational Escapee will need more concentrated counseling more often due to the very things which brought her to the employment service in the first place . . .

Lack of education

Lack of skills

Inability to recognize the need for continuation of learning

Low socio-economic level due to early marriage to a boy of like background

Need for two paychecks

Menial or unsatisfactory working conditions

Fortunately all the young novices the counselor sees are not going to present problems as formidable as these. All novices are not escaping from school. Many have left school due to no fault of their own.

A girl frequently grows up with **no** real idea of working for any extended period or having to return to the working world. A boy grows up with the idea that he will have a job. . . . The idea of marriage as an end to the working period for girls is still too prominent.

The young girl looking forward to employment with commitment to a job, a competitive spirit and an agile mind can challenge the counselor to help her find a position with:

Opportunities for future study.

Opportunities for realization of self potential.

Opportunities for total life planning.

The Older Novice

Shrinking Violet

The older woman who feels she has no skills, can do nothing, or is not aware of the need for more education or training, and yet needs employment and income is in need of guidance. Her fears of a "testing" situation, i.e., finding a job, holding a job, doing a good job, must be realistically explored. This older woman may be looking for a sense of personal and group identity through inner satisfaction of a job well done and a contribution to the organization for which she works. A feeling of being needed may be, in some cases, the cause for the Older Novice moving into the employment world.

Queen Bee

A different problem, but still requiring counseling, is presented by the novice who was "queen of the home," able to make her own decisions, allot her own time requirements to tasks, assist and advise her husband and children in their ways of life. She may approach a job in the same manner. With this attitude toward work, the novice needs help in viewing a paying job realistically. She needs to recognize that much of the freedom of choice she enjoyed in the home may be curtailed, that taking a paying job involves an abrupt and drastic change in her life, and that the responsibilities of a home and family differ from the responsibilities of a job.

We cannot assume, however, that either the "shrinking violet" or the "queen bee" is without experience; she may have contributed her talents and abilities in a volunteer capacity; she may have received valuable training in a position as a non-salaried worker and/or the role she has played as wife and mother. A combination of these experiences, although not necessarily equipping her for a specific job, may have taught her to exercise sound judgment in deciding **what place** a job will have in her life.

Positions are available for the untrained novice. However, the opportunities and the financial rewards are so much greater for the trained woman that continued emphasis must be placed on the long-range goal of continuing education for job improvement.

THE AVERAGE WOMAN OF THIRTY-FIVE HAS THIRTY EMPLOYABLE YEARS BEFORE HER.[9]

With proper guidance, these years can be productive and gratifying rather than frustrating and tedious. Therefore, it seems that employers might look to the mature woman, both experienced and inexperienced (but willing to be trained), for the answer to the labor market shortages.

Where the employer does recognize the necessity for an opinion change in the hiring of mature women, a positive approach in alleviating the manpower shortage is to make management and the labor unions aware of its existence. Studies have been conducted to test the validity of the myths of the employment of the older worker—more illness, low productivity, less motivation. Although a man may be set in his ways after working some twenty years, a woman entering the labor market for the first time may bring a fresh perspective to the job.

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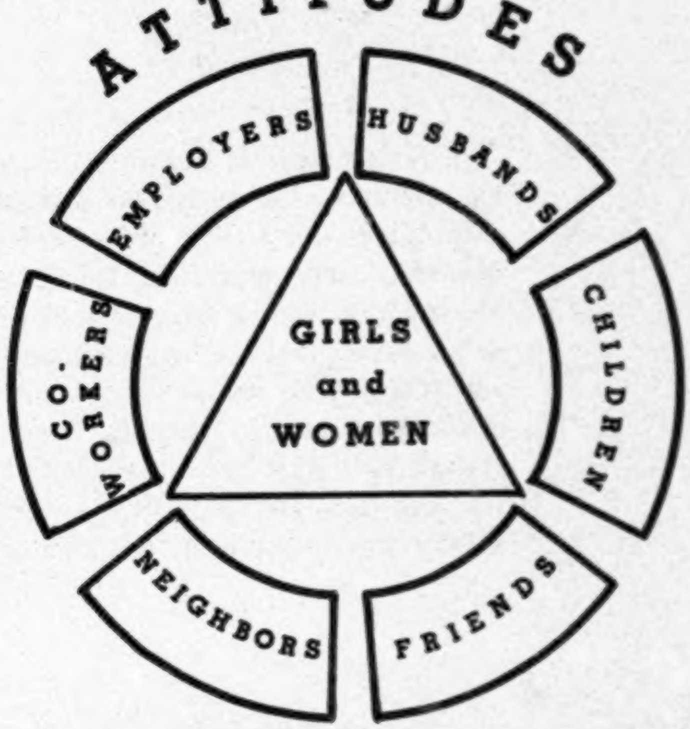
[9] Keyserling, Mary Dublin. "Facing the Facts About Women's Lives Today." pp. 2-10 in *New Approaches to Counseling Girls in the 1960's.* Washington, D. C.: U. S. Government Printing Office, 1965.

Advances in medicine, increasing awareness of the importance of nutrition, and smaller families are three factors which have given the mature woman of today a better physical condition than her mother had at the same age. She is physically ready to embark upon employment, full- or part-time. The services offered by the counselor can help in her mental readiness.

5

Changing Attitudes Toward Women's Roles

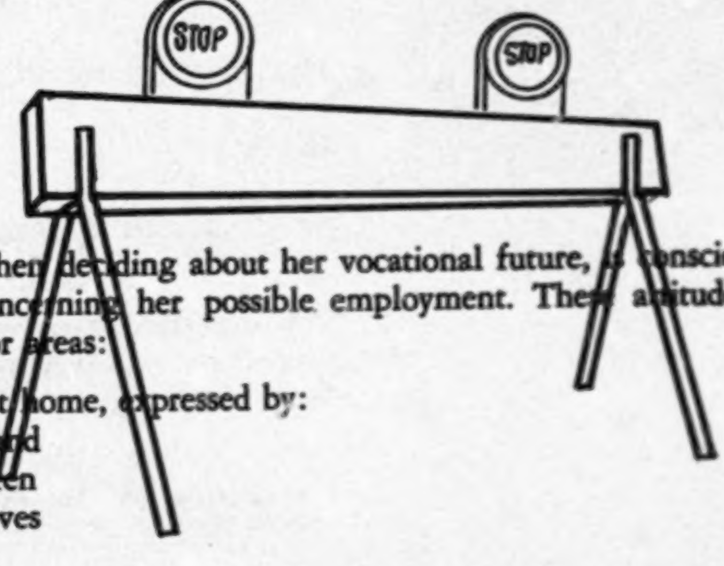

ATTITUDES
EMPLOYERS
HUSBANDS
CHILDREN
FRIENDS
NEIGHBORS
CO-WORKERS
GIRLS and WOMEN

It is all well and good to encourage counselors to get into action, to develop perspective, and to create opportunities for the employment of women, but there are significant attiudes in our society which will, in many instances, be a major factor in a girl's or woman's decisions concerning education and/or training and future work.

Attitudes Can Be Roadblocks

Each woman, when deciding about her vocational future, is conscious of different attitudes concerning her possible employment. These attitudes are revealed in two major areas:

Attitudes at home, expressed by:
    Husband
    Children
    Relatives



Attitudes at work, expressed or implied by:
  Employer
  Co-workers

Sometimes we cannot separate the attitudes at home and at the place of employment. The employer is most often a husband; also, his views at home may carry over to his place of business and his views at his place of business may carry over to his home. We have no definite measure of how much the husband or employer attitude is affected by his parents, his sisters, and his social status, both in his home neighborhood and in his business, nor have we any measure of the effects of mass media, radio, television, magazines, and communications in general, upon family members. Attitudes are changing toward the working woman, but the extent of change is something which, as yet, can only be partially determined, both by the increased numbers of women working and by the limited research available.

Tea for Two

Though little actual work has been done to ascertain what attitudes husbands hold in relation to the employment of women, some generalizations can be drawn from the limited research which has been conducted. Lois Hoffman states that 89 working mothers reported:

Husbands gave unqualified approval to their working — 16%

Husbands opposed their working — 19%

But—

Most husbands approved working under the existing circumstances[1]

The materials available concerning husbands' beliefs about women in the occupational world show a wide divergence of opinion. Below are two statements, the first is an opinion—

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[1] Hoffman, Lois W. "The Decision to Work" In Nye, F. Ivan and Hoffman, Lois W. *The Employed Mother in America* Chicago: Rand McNally and Company, 1963, p. 36.

> Men tend to be self-centered. They would like their homes to revolve around them, and this is more likely to occur when the wife doesn't work. The husband of a working wife must adjust to the fact that his wife's schedule and additional responsibilities are such that his needs may not always come first. Most men have not been raised to accept this. In their minds, their wives should adjust to them because they are performing the more important role in the family. Thus an important prerequisite to an attitude on the part of the husband that his wife may work outside the home if she wants is the feeling that her needs are just as important as his.[2]

the second is a study summary—

> The working wife continues to be perceived as a real threat by the male in our society. Not only did the male believe that the children will suffer if the wife is employed, but he also feared the wife would increase her independence which would threaten his culturally defined dominance, particularly if she enjoyed greater economic success. Although the data indicate that the husband of the working wife perceived her as less of a threat than the husband of the non-working wife, we do not as yet know if this differential is antecedent to her employment or whether the husband had incorporated these attitudes into his value system since her employment.[3]

While these statements give the impression that the American male believes "the woman's place is in the home," there are other indications that the opinions expressed by the males in the material quoted above may not be representative of attitudes in actual operation. For example, a review of recent labor statistics shows that during the fifteen-year period from 1947 to 1962 women accounted for nearly 60% of the entire labor force increase.[4]

It is clear that both the number and percentage of married women in the labor force has increased markedly, which might be interpreted as DEMONSTRATING A WIDER ACCEPTANCE OF EMPLOYMENT AS ONE OF WOMAN'S ROLES. It is difficult to believe that such a substantial increase could come about without at least partial approval of a large segment of the male population, and husbands in particular.

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[2] Lewis, Edwin C. *Toward a New Femininity.* Ames, Iowa: Iowa State University Press. In Press.

[3] Axelson, Leland J. "The Marital Adjustment and Marital Role Definitions of Husbands of Working and Nonworking Wives." *Marriage and Family Living*, 1963, 25, 189-195. p. 195.

[4] Peterson, Esther. "Working Women." *Daedalus*, 1964, 93, 671-699. p. 673.

Husbands

A report of the division for continuing education of a midwestern university supports the evidence of confused male attitudes concerning wives' participation in the labor force. As reported by the wives, working wives were seen as economically helpful by:

31% of the 274 husbands of the younger age group
(34 years and under)
22% of the 373 husbands of the middle age group
(35 to 49)
19% of the 235 husbands of the older age group
(50 and over)

However, this same group of husbands, as reported by the wives, saw employment of the wife as competing with family responsibilities in the following proportions:

56% of the younger age group

51% of the middle age group

19% of the older age group.[5]

These research findings indicate that, in the opinion of the wives, a majority of husbands see a conflict between out-of-home work for a wife and the duties a wife owes to her family, but they also indicate that many men find it economically desirable for a wife to be employed outside the home.

One conclusion can be reached:

> Studies of male attitudes concerning altered and expanded roles for women in this country are all but non-existent. There are few places for the counselor to turn for reliable information concerning how males of any educational or vocational level view the modified and emerging roles of women in contemporary America. As the guidance challenge for girls and women begins to encompass a life span or life planning approach, it becomes increasingly important to take into account male expectations concerning women's roles.

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[5] Berry, Jane and Epstein, Sandra. *Continuing Education of Women: Needs, Aspirations, and Plans.* The Division for Continuing Education, The University of Kansas City, Kansas City, Missouri, May, 1963. Table X, p. 33.

> Counselors will be faced with a need to understand how men view life plans for women which envision substantial out-of-home commitments and responsibilities. In a word, counselors of women will have to know how men in certain situations view increased opportunities for multi-dimensional roles for women.[6]

Woman's Place Is in the Home?

In a study of attitudes of college freshmen (described as "typically urban teenagers") toward working wives, the trend was toward the "conservative" viewpoint:

> Both sexes were more accepting of those reasons for the employment of married women which involved preferences for traditional nurturant rather than equalitarian self-fulfilling roles in marriage.
>
> Male students were seen as preferring the traditional roles of the breadwinner in the family and the female students the roles of homemaker and mother.
>
> If women hold jobs after marriage, it should be to implement their nurturant and feminine roles. Acceptable reasons were helping to pay bills, buying things for the home, and helping husband through school.
>
> Working for fulfillment of interests and abilities, or the more liberal or equalitarian view, was not as acceptable.[7]

Other investigations of attitudes of children and young persons reveal essentially the same expectation patterns:

1) Homemaking as a vocation and full-time interest and full or part-time work outside the home only as a secondary interest.

2) Marriage favored over a career.

3) Marriage seen as coming before duty to society.

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[6] Berry, Jane. "Counseling for Women's Roles in the 1980's". In Smith, Margaret Ruth (editor). *Guidance—Personnel Work: Future Tense.* New York: Teacher's College Press. In Press.

[7] Hewer, Vivian H. and Neubeck, Gerhard. "Attitudes of College Students Toward Employment Among Married Women." *Personnel and Guidance Journal*, 1964, 43, 587-592.

4) Preference to being in the home rather than working outside the home.[8]

This research indicates that husbands, children, and college-age students do not accept active vocational participation outside the home for women for fulfillment reasons, but it is expected that, with the increase in numbers of working women in recent years, attitudes will be changing. If future research shows that husbands and children accept vocational participation outside the home for women, the truth of the following statement may become apparent:

> As women find and develop fresh interests and deep enthusiasms, the growth of their families will be richer and healthier, strengthened by the satisfaction of the mother.[9]

Another viewpoint is found in a recent study of a group of college girls who did not take the conventional attitude of expectancy of housewifery, motherhood and conventional feminine behavior as the be-all and end-all of women's existence:

1) The majority of the girls studied were disposed to disapprove the idea of marriage as the only goal in life for women.
2) Despite the feeling of the girls that marriage should not be the only goal in life, the great majority still aspired to marriage and motherhood, but in addition they indicated they also expected some kind of career or vocation outside the home.
3) Most of the students who planned for careers and marriage (about 70% of the total) did not foresee conflict among marriage, motherhood and career plans. They planned for flexibility in career activities—either for brief interruptions for motherhood, or a cutting

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[8] Empey, Lamar T. "Role Expectations of Young Women Regarding Marriage and Career." *Marriage and Family Living*, 1958, *20*, 152-155.

Joseph, Joyce. "A Research Note on Attitudes to Work and Marriage of Six Hundred Adolescent Girls." *British Journal of Sociology*, 1961, *12*, 176-183.

Kern, Kenneth K. "High School Freshman and Seniors View the Role of Women in Modern Society." *The Bulletin on Family Development*, 1965, *5*, 9-13.

Vetter, Louise and Lewis, Edwin C. "Some Correlates of Homemaking vs. Career Preference Among College Home Economics Students." *Personnel and Guidance Journal*, 1964, *43*, 593-598.

[9] Steinmann, Anne, Levi, Joseph, and Fox, David J. "Self-Concepts of College Women Compared with Their Concept of Ideal Women and Men's Ideal Women." *Journal of Counseling Psychology*, 1964, *11*, 370-374. p. 374.

down on the time spent on career when the children were young.

4) They recognized certain kinds of professional discrimination, but the prevailing attitude was that a woman can manage to do whatever she wishes, provided she possesses the appropriate capabilities, which include the desire to do so.[10]

Employer Attitudes

The employer, not the husband, children, or other women, makes the **real** decision as to whether or not a woman who is seeking a job is employed. A reflection of employer attitudes can be seen in the opposition to the Equal Pay Act of 1963. Opposition on the part of employers was based on the argument that the total cost (training, wages, sick leave, and non-wage benefits) of employing women was greater than the total cost of employing men, and the lower pay scale for women was necessary to offset this cost difference. Some of the factors involved in increasing the cost of employing women pointed out by employers were:

1) The expense of providing the restroom facilities required by law.
2) The expense incurred due to
    a) greater absence rate of women.
    b) high incidence of job turnover for women.
3) The loss of production volume, due to the lower production rates of women.

Employers further justified a lower wage scale for women by stating that—

women do not need the higher income received by men.[11]

Employers' prejudicial attitudes toward the employment of women can be refuted. It can be pointed out that while state laws concerning sanitary and other facilities apply only to women, good labor relations practices dictate that high standards should apply equally to men and women.[12] Studies conducted by the Health Information Foundation of Chicago's Graduate School

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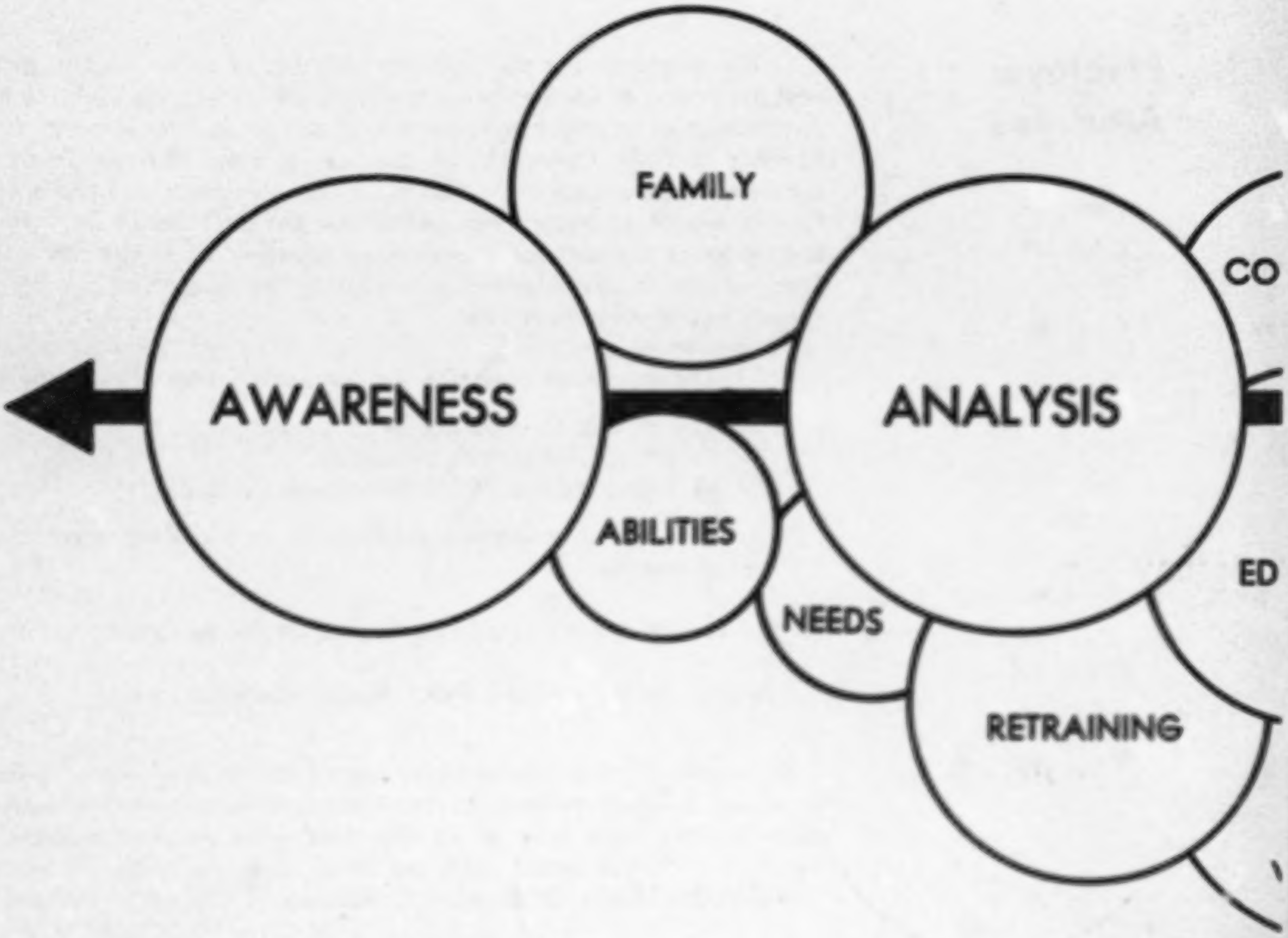
[10] Freedman, Mervin B. "The Role of The Educated Woman: An Empirical Study of the Attitudes of A Group of College Women." *College Student Personnel*, 1965, 6, 145-155.

[11] Peterson, Esther. *Op. cit.*, p. 691.

[12] *Ibid.*, p. 692.

COMPREHENSIVE LIFE PLANNING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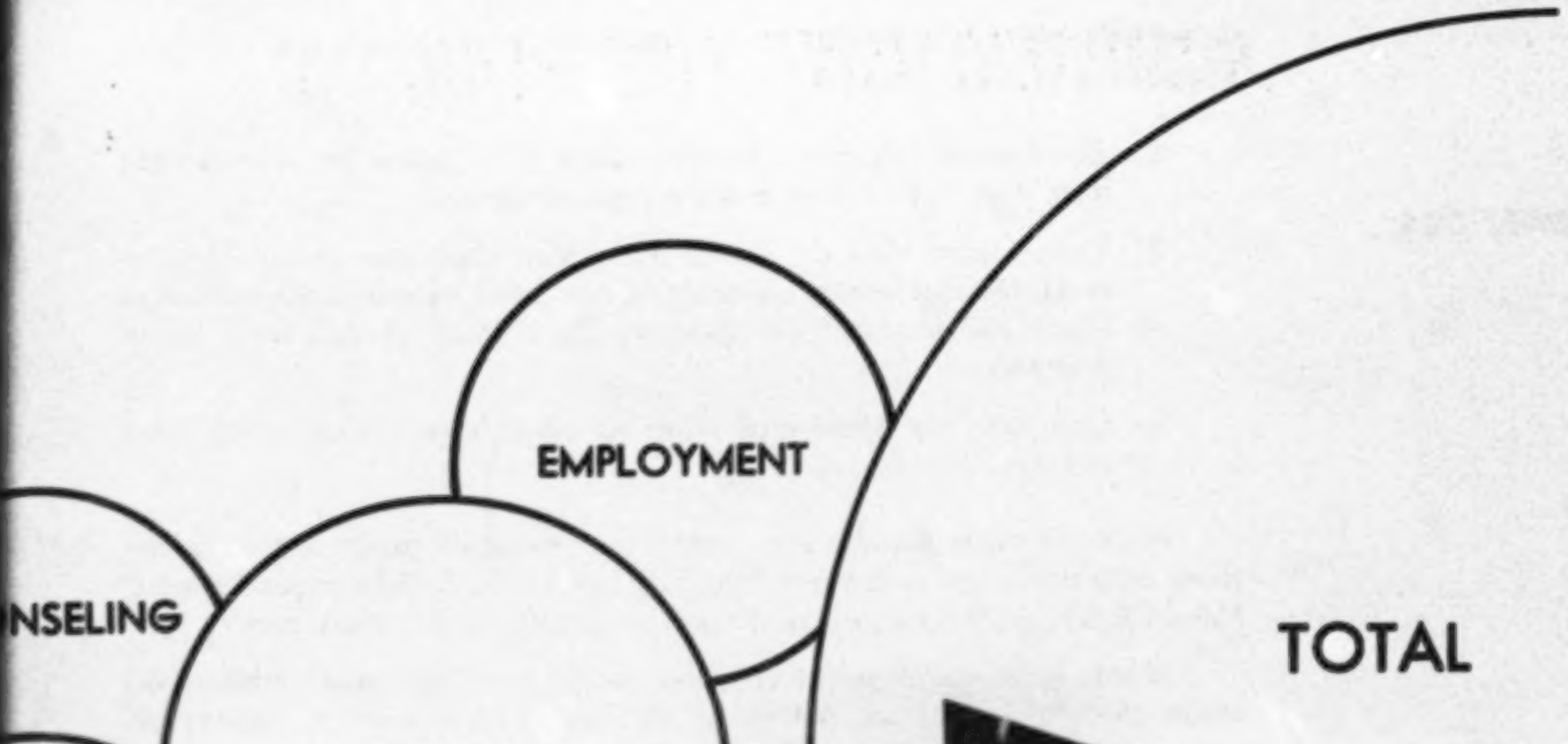
EMPLOYMENT
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MOTIVATION
P-T
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VOLUNTEER

of Business, the Public Health Service, the Civil Service Commission, and the Department of Labor indicate:

Sex Differences

1) The absence rate due to chronic illness is no greater for women than men, and, in fact, may in some cases be lower.
2) Factors other than the sex of the worker enter into the problem of employee absenteeism. A study of sick leave records indicates that as salary and responsibility increase, the amount of sick leave taken decreases.
3) Quit rates are determined more by other factors, such as job level and age, than by sex.[13]

No basis exists for the assumption that women's production rates are lower than men's, given the same working conditions. In jobs requiring speed and dexterity, women's production rates are usually higher than men's.

Lower wage scales for women are in no way justifiable. Substandard wages paid to women are a form of exploitation and tend to depress all wage scales, for men as well as women.[14]

A study of twenty businesses, selected at random from one hundred businesses or service concerns employing the largest number of women in a western city, found the following general attitudes toward working mothers exhibited by personnel managers:

1) Positive responses, identifying mothers with valued personal attributes such as stability, dependability, and maturity.
2) Responses identifying the working mother as a person who had responsibilities other than those for which she had been employed. (The major concern of the employers here was baby sickness, child-care, etc.)
3) Negative responses which tended to indicate that "the best, most profitable, and only place for a mother is at home, especially if her children are young."

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[13] *Ibid.*

[14] *Ibid.* pp. 692-693.

4) Responses expressing the opinion that many mothers work "because they have to."[15]

Another area of employer attitudes—that of job discrimination against pregnant women by such practices as non-consideration for promotion, restriction to routine jobs, and excluding leaves of absence for maternity—has been brought under question by the 1964 ban against sex discrimination. An industrial survey of more than 1,000 companies conducted by Prentice-Hall in conjunction with the American Society for Personnel Administration reached the conclusion that "most current company policies on pregnancy may violate the federal law forbidding sex discrimination."[16]

Many persons responsible for the hiring practices of various companies comply with the Equal Pay Act, but discriminate subtly against women in hiring and promotional practices. The advisability of putting a woman in a supervisory position is questioned. It is argued that to give young women training is a waste of time and money, that women are not too interested in promotion and added responsibility, particularly if they are combining homemaking and a job. It should be noted that this situation applies, for the most part, to young married women—that women who do not marry and those who return to the labor force when their families are raised tend to be interested in advancing their careers and usually remain on the same job longer than men.[17]

False impressions, opinions formed which are not in keeping with the "facts" and intangible attitudes are often the most difficult concepts to break down. One intangible attitude or false opinion which appears to be in wide operation is that women present in a previously male work situation tend to inhibit conversation and interpersonal relationships between co-workers and thus lower morale, which in turn may decrease productivity. The employment counselor who works side by side with competent persons of both sexes knows that the inclusion of women in the work situation does not produce a decline in productivity and that factors which inhibit conversation and interpersonal relationships are more related to individual personality differences than to sex differences.

[15] Conyers, James E. "Employers' Attitudes toward Working Mothers." In Nye, F. Ivan and Hoffman, Lois W. *Op. cit.*, pp. 375-376.

[16] Porter, Sylvia. "Job Discrimination Against Pregnant Women Is Studied." *Kansas City Star*, February 28, 1966.

[17] Peterson. *Op. cit.*, p. 693.

Folklore Versus Fact

One motivating force behind the attitudes held by husbands, youth and employers is a concern for the welfare of the children of working mothers. The traditional belief has been that children suffer when their mothers work. Competent researchers have carefully studied the effect of maternal employment on children and have found:

1) No general connection betwen the outside employment of mothers and the personal adjustment of their children can be supported.

2) Whether or not mothers are employed outside the home is almost unrelated to child-rearing patterns.

3) The employment of the mother outside the home is not the overwhelmingly influential factor in the lives of children that some have thought it to be.

In fact—

4) In a study of 100 white, urban, middle class families, nonworking mothers who were unhappy with their nonworking status, i.e., they wanted to work but did not because of a feeling of duty, had the greatest problems in child rearing. They indicated that they had more difficulties in areas of control, less emotional satisfaction in relationships with their children, and less confidence in their functioning as mothers.[18]

Conflict

Studies of several researchers have been cited but little conclusive evidence either for or against working wives and mothers has been found. There is a consistent inconsistency in attitudes. Part of the inconsistency may result from differences in the areas of the country where the studies are made; attitudes do change with womanpower needs in all fields of employment. Where labor is in short supply, an employer can see the desirability of hiring girls and women. In the same sense, when money is in short supply in the home, the husband's attitude toward a working wife may undergo some changes. Situations alter attitudes constantly! What may be true today may not be consistent with the situation next week, next month, or next year.

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[18] Burchinal, Lee G. and Rossman, Jack E. "Relations Among Maternal Employment Indices and Developmental Characteristics of Children." *Marriage and Family Living*, 1961, 23, 334-340.
Hand, Horace B. "Working Mothers and Maladjusted Children." *Journal of Educational Sociology*, 1957, 30, 245-246.
Siegel, Alberta E., Stolz, Lois M., Hitchcock, Ethel A., and Adamson, Jean. "Dependence and Independence in the Children of Working Mothers." *Child Development*, 1959, 30, 533-546.
Yarrow, Marian Radke, Scott, Phyllis, de Leeuw, Louise, and Heinig, Christine. "Child-rearing in Families of Working and Nonworking Mothers." *Sociometry*, 1961, 23, 122-140.

Some sections of the United States recognize social change earlier than other sections. A study being done on the east coast may reveal a different set of attitudes than one done in the northwest or southern sections of the country. A study done in one section of a community may reveal different findings than another study done half a mile away.

Still another apparent inconsistency is that of a woman's concept of what she is expected to be, compared to the concepts other persons have of women. A group of college women indicated that they believed men wanted women to be more dependent and less assertive than they felt they were. However, several hundred men were interviewed by the same researchers and it was discovered that they saw their ideal woman as one who combined in nearly equal parts qualities of dependence and assertion. Their ideal woman was one who felt a certain prior responsibility for her family, but who also claimed independent rights of her own and one who was not a doormat, but who was the kind of person the college women perceived themselves to be.[19]

No matter how these inconsistencies are explained it must be recognized that the biggest variation in attitudes may be represented by the socio-economic group surveyed. The attitudes of the less affluent are not likely to be the same as the middle class or the highly affluent. Differences in motivations, education, family expectations, supporting personalities, all have effects, and at this time no method has been perfected to measure these factors or to explain how they operate.

To Each His Own

Each woman is a unique combination of background and experience which blended together form attitudes toward work, home, and children. The combination of her background, her attitudes, desires and interests, the number and ages of her children affects what brings satisfaction to a woman and her family. What she feels about her job or her home is important—what she is doing, compared to what she thinks she ought to be doing[20]—is as vital a factor as what society thinks. No two women are alike, no more than two fingerprints—what one woman finds good and satisfying another perceives as frustrating. Flexibility in meeting new situations, balance in pursuing goals are necessities for the woman who undertakes multiple roles.

[19] Cadden, Vivian. "How Women See Themselves." *Redbook*, May, 1963, pp. 46-47, 131-134.
[20] Bettelheim, Bruno. "Why Working Mothers Feel Guilty." *Redbook*, March, 1966, p. 148.

Freedom Of Choice

The intent of the material presented here is not to advocate a position that all women should seek or even want work outside the home. However, EACH WOMAN SHOULD BE FREE to seek self realization in whatever vocational or avocational areas she desires. A woman, like a man, should be free to pursue anything she believes will make her life satisfying and productive, be it as housewife and mother, doctor of medicine or law, factory worker, community volunteer, or a combination of several roles.

6

Woman's Place In Education And Training

Counselors Encourage a Look Ahead

Education is the door to the future. No longer can a girl take her education as it comes. Today, a girl must plan her schooling with a keen awareness of the many possibilities the years to come will bring. The counseling staff has a big job in stressing that planning is not a static thing but should be flexible enough to allow advantage to be taken of future changes in employment opportunities and in a girl's life.

At one time, planning was a simple thing for a girl; it was a lifetime of employed work or a lifetime of marriage. THE EITHER/OR concept is **dead.** Timing is the modern girl's planning problem. Decisions have to be made concerning:

Marrying early and having her children early, then continuing her education and/or employment when the children are in school.

Delaying her marriage until an educational program has been completed in order to have an "insurance policy" for later on.

Aiming toward a career goal with no particular concern about marriage plans.

Planning to combine career and marriage.

Many possible combinations exist; the above are but a few which can be foreseen for the women of our time. It is essential that counselees be aware of the many avenues open to them for action.

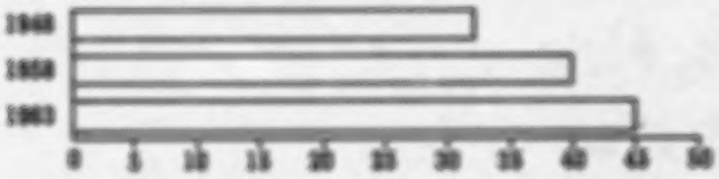
Perspective

Legal recognition of the necessity for providing facilities for the education of the "weaker sex" has been achieved.[1] Compulsory school attendance laws require her to be in school until the age of 16. Traditionally, a high percentage of girls have continued formal education through the high school diploma. Now, increasing numbers are enrolled in college programs. According to the U. S. Department of Labor, the number of women enrolling in college for the first time in relation to the number of women high school graduates has increased steadily.[2]

[1] *Information Please Almanac.* New York: Simon and Schuster, 1965. p. 329.

[2] *Trends in Educational Attainment of Women.* Washington, D. C.: U. S. Department of Labor, Women's Bureau, January, 1965 (mimeo).

PER CENT OF FEMALE HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE



There is a direct relationship between educational attainment and labor force participation; that is, the more education a woman has, the greater the likelihood that she will be working for money.

Education	Participation in Labor Force, 1964
5 or more years of college	72%
4 years of college	53%
High school graduate	45%
8 years or less	31%[3]

A comparison of the ages of employed women points out that the proportion of college women aged 45 to 64 years who were labor force participants was rising.

58% in 1952

69% in 1962

The DECREASE in employment of women with the least amount of formal education was more marked among women under 45 years of age.[4]

Trends in Education

Some of the recent trends in education are:

More federal aid

Expansion of junior college and vocational education facilities.

Wider use of university facilities—extension and continuing education programs.

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[3] Keyserling, Mary Dublin. "Changing Realities in Women's Lives". Address presented to Mid-Atlantic Conference on Counseling Girls in the 1960's, Philadelphia, December 2, 1965.

[4] *Educational Attainment of Workers*. Washington, D. C.: U.S. Department of Labor, Bureau of Labor Statistics. Special Labor Force Report No. 30, March, 1962.

Decreased tendency to stereotype education programs as being "feminine" or "masculine."

The "Means" To a Beginning

The Federal Government is providing scholarship and loan money in larger amounts. The 89th Congress (1965)) passed a three-year, $2,300,000,000 program of support for higher education, which includes:

$70,000,000 for scholarships for promising, exceptionally needy students (NO REFERENCE TO SEX)

Government-insured loans

Liberalized work-study programs

Loan program for students in trade, technical, and business schools.[3]

Now that increased funds are available, it will be up to the administrators of the various programs to award these scholarships and loans to substantial numbers of qualified women. The recognition of the contributions that women are making and can make in the world of work as well as in the home will lead to increasing numbers of women receiving federal aid to obtain their education. Qualified women should be encouraged to make use of these opportunities.

Junior College Co-ed

The junior college can be the solution for students with interest in a short-term or transfer program. These colleges offer classes in the evenings and on Saturdays for students who must work while attending school. For the individual who has been away from the classroom for a number of years, the junior college can be an intermediate step to either further education or advancement in employment. The counselor can keep these possibilities in mind for discussion with future counselees.

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[3] Hodenfield, G. K. "Bonanza for Young in Education Legislation." *Kansas City Star*, October 28, 1965. p. 18.

Ivy Covered Adults

Colleges and universities are making their programs more available to people who are not living in the vicinity of the institution by the establishment of branches in other cities and towns. Programs aimed specifically toward women who are interested in adding new facets to their lives are the continuing education programs for women which are being established in many educational centers across the country. (The University of Missouri at Kansas City has been one of the pioneers in this area.) The usual policy for these programs has been to make courses non-credit in terms of university standing. Many women are pleased to try their understandings and skills in a college level program without the pressures of the degree-seeking program in the first return to the academic milieu after years of marriage, homemaking, and child rearing.

Future Unlimited

Another hopeful trend in education has been the beginning of a breakdown in the stereotyping of "masculine" and "feminine" areas of study. Good examples of this can be seen in the increasing enrollments of men in the areas of elementary education, library science, and some of the ancillary medical therapy areas, and of women in such areas as business, engineering, and science.

The college degree is not the answer to all employment placement. It is neither desirable nor necessary for all positions. The high school counselee who has neither the ability nor the inclination to become involved in a long educational commitment has other avenues open to becoming a paid employee. Increasing numbers of high schools are offering vocational and technical courses, and such courses are also available at the post high school level in private institutions.

Doors Are Opening

The Economic Opportunity Act of 1964 was planned to aid in providing for employable skills. Under Title I, Part A, the Job Corps "provides opportunities for training, education, and useful work experience for young men and young women, age 16 through 21 years, in rural and urban residential areas."[6] Under Title I, Part B, the Work Training Program "authorizes local communities (state and local governments) to establish work-training programs for boys and girls, age 16 through 21. In addition to public bodies, private, nonprofit groups may also obtain funds to establish programs offering full- or part-time work, plus training for available jobs."[7]

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[6] Public Law No. 88-452 (Economic Opportunity Act of 1964). Health and Welfare Council of Nassau County, New York, September, 1964. Mimeo. p. 1.

The Manpower Development Training Act (MDTA) may provide training for the woman who is re-entering the labor market. Stipends are available to the woman who has a previous work history and who is the head of a household or head of a family. MDTA eligibility requires that positions must be available in the community when training is completed.[8] Consideration by the people surveying the area for job possibilities which have not typically been held by women in the past would enable this program to be of aid in more cases where employment for the woman is essential for the survival of a family unit.

Testing

In counseling with a girl or woman about employment, the use of testing often comes up. Pertinent here is the statement made in the Guide to the Use of the General Aptitude Test Battery (GATB):

> An assumption underlying Employment Service operations is that job qualifications of individuals should be determined on the basis of ability without regard to spurious factors such as sex, age, race, or religion. The use of separate sex norms for aptitude test batteries would not be consistent with this concept. For example, since men score lower than women on the average on Clerical Perception, better-than-average ability would be represented by a lower score for men than for women. The use of separate sex norms for aptitude test batteries that include Clerical Perception could result in referring less qualified men to job openings for which better qualified women are available. In the counseling situation, use of separate sex norms for a test battery that includes Clerical Perception would result in overestimates of aptitude qualifications of men and underestimates of aptitude qualifications of women for occupations covered by the battery.[9]

Abilities must be the first consideration in job placement. However, the counselor needs to be alert to individual differences. Women, on the average, score high on Clerical Perception; not all women counseled will score high on that particular subtest. A particular girl may score high on Spatial Aptitude, a subtest on which men, on the average, score higher than women. It is then necessary for the counselor to exercise flexibility in working with individual counselees concerning job possibilities which do not follow the stereotype of clerical or secretarial work.

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[7] *Ibid.*

[8] Wood, Helen. *Occupational Training of Women under the MDTA.* Washington, D. C.: Office of Manpower, Automation and Training, Report Number 3, July, 1964.

[9] *Guide to the Use of the General Aptitude Test Battery, Section III: Development.* Washington, D. C.: Department of Labor, October, 1962.

Accelerated technological development means more leisure for all social classes. This means that self study, self development, and intellectual attainment as an end in itself will become commonplace. This presents a major challenge to the couselor of girls and women." . . . girls who are members of lower class and less educated families at present must be motivated toward an interest in sustained educational activity and self motivated development."[10] If the counselor can assist girls and women to make the connection between educational challenges and opportunities and a life planning approach—then the future can be very bright.

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[10] Berry, Jane. "Counseling for Women's Roles in the 1980's." In Margaret Ruth Smith, *Op. cit.*

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Future Oriented Possibilities

Here Today — Gone Tomorrow

Today's typical job may be tomorrow's dead-end. Every woman the employment counselor sees is faced with this possibility and should be aware of the areas which seem to offer the greatest opportunities for the future. An aware counselee is the product of an alert counselor.

Present employment trends show:

—a steady increase in the percentage of women who are employed within any one given time period.

—more and more married women living with their husbands who are paid employees outside the home.

—many women over 35 entering (or re-entering) the labor market.

—an increase in the number of available part-time jobs and a like increase in the number of these positions which are held by women.

In the future there will be increasing numbers of openings in a great number of fields where women will be employed—

—in fields traditionally open to women.

—in established fields where men originally held the majority of jobs.

—in new fields which are just beginning to open up to both men and women.

Same World -- New Horizons

In areas where women have traditionally been employed, more and more openings are becoming available daily. This is partly because the traditional woman's job involves a service to people and there are a great many more people today who need these services than there were 50 years ago. More services are in demand in an affluent society. Another reason for expansion of opportunities is the increased concern of governments and communities for providing these services.

Education

The continuing growth of the educational system demands more and more teachers. The school system now reaches out to include more people with a different and wider range of training and experience and also encompasses a great many activities which were once centered in other areas (i.e., recreational activities). This expansion has led to the creation of new school positions such as the following:

Teacher aides
Lunchroom assistants
Clerk aides
Bus drivers
Traffic guards

Library services are also being expanded to meet the needs of the increased population. Here, the importance of the library aide, as well as the professionally trained librarian, should be stressed.

Health -- Physical, Mental, Social

The passage of Medicare legislation makes it clear that more and more health service personnel will be needed—nurses, technicians in health-related fields (medical technologists, occupational therapists, vocational therapists), nursing aides and other personnel who may or may not work directly with the patients. A specific listing of hospital occupations would include dietitians, medical record librarians, medical social workers, medical technologists, physical therapists, X-ray technicians, office, kitchen, laundry, housekeeping, and maintenance help.[1]

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[1] *Nurses and Other Hospital Personnel.* Washington, D. C. U. S. Government Printing Office (Women's Bureau Pamphlet 6), reprinted 1961. p. 11.

The biological and social sciences show an increase in the number of women employed at all professional levels. The field of mental health is expanding rapidly and includes such diverse occupations as the nursing assistant and the city planner. Nursing aides, therapists of various kinds, community workers and people interested in the prevention of mental illness, all have a part in the expanded programs of mental health services. An interesting example of a program for "older novices" in this area is the two-year training program instituted by Rioch and her associates. Housewives with the equivalent of a bachelor's degree were recruited to work half time in an intensive training program leading to counseling with adolescents. They were so enthusiastic they became full-time workers.[8]

Somewhat related to this area of mental health is the expansion of the counseling and guidance field to include specialties such as the elementary school counselor, counselor aides to visit parents, student personnel workers, and adult education program directors.

Social service workers in their present numbers are not sufficient to fill all the positions available in the city, state, and federal programs. Increased emphasis on programs of social service on the federal level will make the problem even more acute in the future. Positions opening range from the master's degree level social worker to the community action worker recruited from one of the depressed areas involved in the War on Poverty. Increasing needs for women working in traditional home economics areas, such as nutrition, dietetics, home management, are also apparent.

Clerical and Sales

Increasing numbers of openings in such areas as retail sales, clerical jobs, and personal services are also foreseen. This includes the traditional areas, as well as some imaginative new ones, such as personal shopping service provided for the individual who is not able to go out to the store.

The following illustrates changes in the numbers of women employed in clerically related areas:

1) In 1950, men outnumbered women as bank tellers. During the following decade, an average increase of 211% in the number of women tellers contrasted

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[8] Rioch, Margaret J. "Implications of Two Pilot Projects in Training Mature Women as Counselors." APA Symposium, Chicago, September, 1965 (mimeo).

with an average increase of 12% in the number of men tellers. As a result, the ratio in 1960 was 9 women to 4 men.

2) Men outnumbered women as payroll and time-keeping clerks in 1950, but the 1960 ratio was 3 women to 2 men.

3) Other clerical occupations in which the number of women has been increasing at a more rapid rate than the number of men include insurance adjusters, examiners, and investigators; stock clerks and storekeepers; and ticket, station, and express agents.

4) On the other hand, although the number of women office machine operators increased 95% between 1950 and 1960, the increase in men's employment in this occupation was almost 217%.[3]

TODAY

—Women hold 2/3rds of all clerical jobs.

—95% or more of all secretaries, stenographers, typists, receptionists, attendants in physicians' or dentists' offices, and telephone operators are women.

—Other occupations predominantly filled by women include file clerk, bookkeeper, cashier, library attendant and assistant, office machine operator, bank teller, and payroll timekeeping clerk.[4]

No Vacancies in the Penthouse

One discouraging aspect of fields which have been traditionally thought of as "women's fields" is that more and more of the top positions in these fields are going to men. There seems to be a widespread belief that men have greater emotional stability, are better able to handle responsibility, and are more able to take positions of command. A strong case is stated by contrary evidence found in a study of government employees:

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[3] *Clerical Occupations for Women Today and Tomorrow.* Washington, D. C.: U. S. Government Printing Office (Women's Bureau Bulletin 289), 1964. p. 51.

[4] *Ibid.*, p. 50.

> . . . women do not take excessive sick leave in comparison with men; that while women do have a higher quit rate than men, the greatest variances in turnover occur between different age groups, occupations, and grade levels, rather than between the sexes; that grade level for grade level, women are better educated than men; that women are as career-minded and career-oriented as men. The study showed that at the lower middle administrative and professional grade levels and above, women employees had a higher membership in professional organizations, published more articles, and spent more time in job-related activities than men employees.
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> Additional findings revealed that the majority of women in professional and administrative positions **do not** prefer men as supervisors, or do they dislike working for other women; that most women show no preference for one or the other sex as supervisors or co-workers, but that the attitude of the men is not similarly unbiased.
>
> The majority of men **preferred men** in all responsible job relationships. This preference was substantially reduced among men who had a woman boss or professional colleague, and reduced even more among men who had had both.
>
> Existence of unfounded negative attitudes on the part of man supervisors concerning a woman's job capability is one of the special barriers still facing woman's progress to more responsible positions in the working world, both inside and outside government.[5]

The First Step Is the Hardest

In many of the professional fields where only a minority of the positions are held by women, some changes are occurring. Many medical schools, dental schools, and schools of veterinary medicine are now willing to take qualified applicants, regardless of sex. The problem seems to be one of finding qualified and interested women applicants. This situation will change as acceptance of the married student and the married woman professional worker grows.

Certain areas of engineering, such as ceramic engineering and electrical engineering, are making use of women's talents. These are areas where the old argument of "how could she ever boss a field crew" does not apply. Increasing numbers of women are being employed in the physical sciences, not only as chemists and other professionals, but as lab technicians and for record-keeping. In 1960, there were 284,600 engineering and physical science technicians in private industry, primarily concentrated in the electrical equipment, telecommunications and broadcasting, aircraft and machinery industries. Industries undergoing rapid technological change and those producing and using automated machinery were found to have need for large numbers of technicians.[8] An opportunity and a need for women workers is apparent.

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[5] Harrison, Evelyn. "Talent Search for Womanpower." *AAUW Journal*, 1965, *58(No. 3)*, 99-101. p. 101.

The Numbers Game

In the traditionally unfeminine areas of mathematics, accounting and statistics the number of openings and the number of women employees is steadily increasing. This is a good example of what happens when women consider what they **can** do, not just whether or not women have done these jobs in the past. The activities included in this area range from the woman who compiles lists of numbers to the Ph.D. theoretical mathematician; therefore, the prerequisite education and/or training varies to such an extent that suitable jobs are available for almost any applicant.

Merchant

Areas of selling which formerly were primarily covered by men are now being successfully dealt with by women—insurance and real estate. Two women were admitted to the American Stock Exchange in 1965, the first of their sex to receive this recognition in their sales field. Vending machines of all shapes and sizes have opened up another selling field for women, providing food service, coffee makers, cigarette, and soft drink vending equipment to offices. Sales positions lend themselves to flexible working hours to coincide with school days, dinner hours, and husbands.

Tinker, Tailor

Service areas, such as those of mechanic, plumber, TV repairman, should certainly be considered by today's woman. Particularly in the area of electrical appliances repair, where her generally superior manual dexterity would be of advantage, women will want to consider the possibilities of employment. Perhaps the establishment of her own business where the hours could be regulated to suit her personal requirements would be feasible.

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[8] *Careers for Women as Technicians.* Washington, D. C.: U. S. Government Printing Office (Women's Bureau Bulletin 282), 1962.

Uncle Sam Says

Government service is an area in which a talented woman can find advancement. Even before the 1965 Civil Rights legislation, changes in promotion policies making them dependent on merit, rather than sex, were being instituted. Hopefully as a result of the legislation, the changing attitudes of employers, and the shortage of qualified male personnel, the status of women in privately owned business will change and the "executive ulcer" will no longer be the sole property of the man in the gray flannel suit.

Blast Off!

Not even the sky is the limit any more. The woman of the future may be doing her work in space (or space-related fields). At present, most of the jobs in this field, with the exceptions of electronics assembly and computer technicians, are limited, by the nature of the tasks involved, to those women with high-level educational and skill attainment. At the Goddard Space Flight Center, just outside Washington, D. C., 56 of the center's top scientists and engineers are women. One, who is responsible for the development of celestial sensors to orient spacecraft, is a 26-year-old aerospace engineer; another woman supervises 11 mathematicians who determine satellite orbits from the data the satellites submit; a third is devising a minute computer for use in satellites. A two-year theoretical study of the atmosphere of Mars is the focus for a woman who is both mathematician and astronomer. The supervision of the work of 15 engineers and coordination of NASA's sounding rocket program are included in the work of still another woman, world-renowned in her field.[7]

The medical professions are also intimately involved in the space race. Space age exploration has opened up many possibilities in the multidisciplinary approach to research. Electronic monitoring, the physiological complications encountered in high-altitude operations, feeding problems, prevention and treatment of burns and freezing from missile propellants are some of the unique aspects of space exploration.

> Space personnel need a general knowledge of the physics of space flight, its unique occupational health hazards, preventive medicine, and the handling of nuclear and mass casualties and must be able to assist in the training of medical support personnel. Just one example of new trends in this pell-mell paced specialty is a residency program planned for selected Air Force nurses training for the space medical team.[8]

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[7] Harrison, Evelyn. *Op. cit.*

[8] Oglevee, Christine L. "Opportunities Unlimited in the Paramedical Professions." *AAUW Journal*, 1964, *58(No. 1), 22-23.*

My Friend, the Computer

From the space program, a multiplicity of advances have spilled over into private industry. By getting into one of the electronics fields, such as programming or operation of electronic computers, a woman can make automation her ally. In 1960, it was predicted that there would be 170,000 programmers and operators in 1965.[9] Computer operation, which started out as a very small area, is rising fast and attracting numerous women.

"Advantaged Children"

Rapid expansion in terms of job opportunities is likely to be seen in the area of out-of-home care for children as women continue to seek employment, both in the occupational world and in non-paid volunteer work. This will provide additional job opportunities for women and will enable other women to utilize abilities in employment with the assurance that their children are receiving excellent care. Children are advantaged by exposure to the points of view of other adults and in early contacts with the "give and take" of other children.

Live a Little-- Learn a Little

Continuing education may be the answer for the woman who does not have the time nor the inclination to become involved in either full-time employment or full-time education. A course in a field of interest, such as art history, may lead to pursuing further courses in actual use of media, and a sense of accomplishment. Perhaps the course will be viewed as an end in itself, with the satisfaction derived from the stimulation of the course materials and the other people involved. Work is not for all women. Perhaps the continuing education course will lead to a consideration of possible full-time education programs. This could lead to specialized skills which could lead to volunteer work. Whatever the specific woman is seeking, a beginning can probably be found in a continuing education course.

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[9] *Training Opportunities for Women and Girls.* Washington, D. C.: U. S. Government Printing Office (Women's Bureau Bulletin 273), 1960. p. 3.

Stimulation Without Stipend

Unpaid volunteer activities may provide the type of out-of-home fulfillment that some women do not necessarily believe they can obtain from paid employment. Volunteer work with political parties, campaigns for community improvements, the mental health area, and local charities are often seen as providing more stimulation and fulfillment and have fewer regulations to adhere to than paid employment.

Certainly one of the motivations of the woman who is entering the labor market, when it is not necessarily a question of financial necessity, is that of finding an interesting job which allows her to exercise her individual skills and talents.

> Most housewives are not very interesting people, even to their own husbands. Whether this is important to the husband may be questionable in some cases.[10]

Volunteer positions may lead into paying jobs. Experience gained through volunteer work can provide necessary qualifications to convince a prospective employer of the value of the individual woman.

Now is the Hour

The employment counselor has the advantage of being aware of the progressive changes in our society **and** of being in contact through high school programs and office appointments with the girls who will be living in this society. With this advantage, he will be able to introduce the concepts of planning to girls early enough for them to take full advantage of it.

Part-time

Part-time work means different things to different people. The only common element seems to be that part-time constitutes a "shorter than normal" working period. Part-time means to the:

1)	New York electrician	Less than 25 hr./wk.
2)	Department store clerk	Less than 48 hr./wk.
3)	Construction worker	Less than construction season
4)	Kelly Girl	Not working regularly

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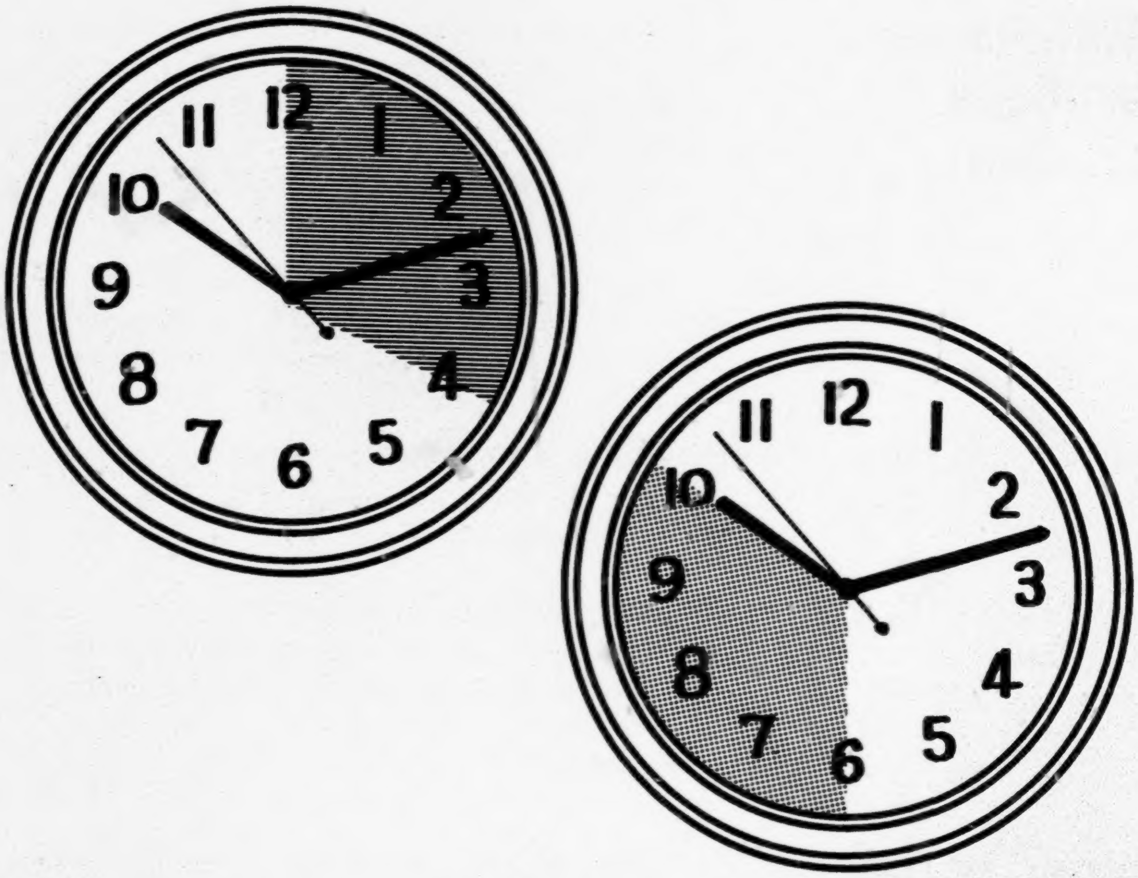
[10] Lewis, Edwin C. *Op. cit.*

Possibilities



The worker who is considered a "temporary employee" or one who works during peak seasons or at inventory time adds to the definition difficulty. Part-time workers work:

Fewer Hours per Day
Fewer Days per Week
or Fewer Months per Year
than do others in like positions.

Nearly 29 million women were in the labor force in 1958; of these 9,113,000 were employed as part-time workers.[11] Not only are there millions of women in the labor force working part-time, but they can also be found working part-time in nearly every occupation—sales clerks, waitresses, practical nurses, beauty operators, teachers, librarians, public administrators, policewomen, clerical workers, etc.[12]

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[11] *Part Time Employment for Women.* Washington, D. C.: U. S. Government Printing Office (Woman's Bureau Bulletin 273), 1960. p. 3.

[12] *Ibid.*, p. 17

> The 9 million women working part-time accounted for, in 1958, 15% of all time worked by women.[13]

More important is the indication that the number of part-time working women will continue to increase; in 1975 it is estimated that 17,000,000 women will be working part-time.[14]

The little old lady working in the department store to augment her retirement income is only a small part of the overall part-time worker picture. Part-time work is important both to women and to the economy of the nation and will become more important in the future. The counselor will be giving more attention to part-time workers if growth statistics are an indication of the future: Women part-time workers increased in number by 47% from 1950 to 1958, while women working full-time showed only a 15% increase.[15]

Let's construct a composite picture of the women working part-time today:

1) a married woman living with her husband
2) 35-44 years old
3) employed in a service or trade industry, rather than in agriculture, manufacturing, or public administration.[16]

Why do women work part-time?

> "Extra income" was checked off by 26.8 per cent of the women. Reasons of personal satisfaction or achievement accounted for about 60 per cent of the responses, including "feelings of achievement," "breaking the monotony of housework," "increased social contacts by working," and "felt more self-reliant and self-confident." To this latter category one might add the 8.1 per cent who took satisfaction in passing on information about their business experiences to their family and the 5.7 per cent who were pleased that their family had become more self-reliant.[17]

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[13] *Ibid.*, p. 6.

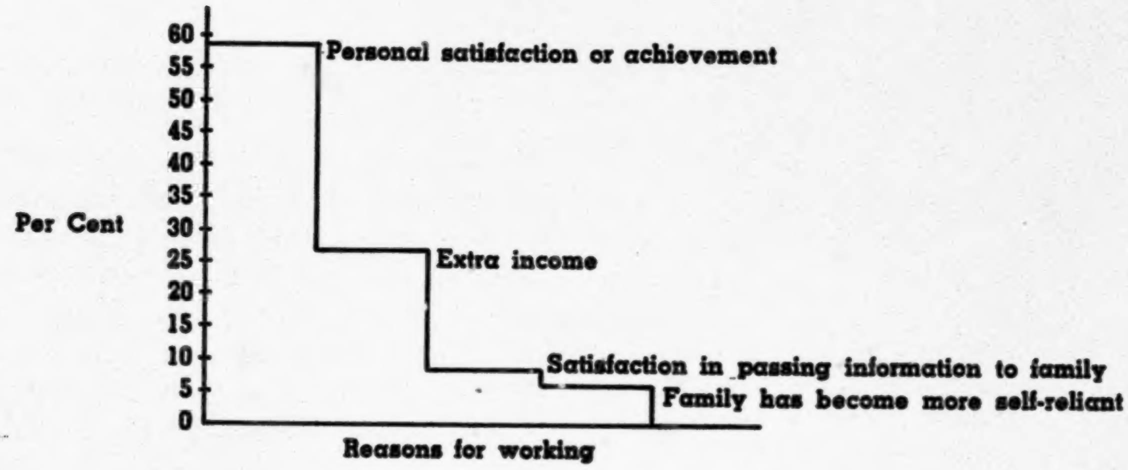
[14] Cooper, Joseph D. *A Woman's Guide to Part-time Work.* Garden City, New York: Dolphin Books, Doubleday and Company, Inc., 1964. p 4..

[15] *Part Time Employment for Women. Op. cit.*, p. 3.

[16] *Ibid.*, pp. 8-12.

[17] Cooper. *Op. cit.*, pp. 16-17

MANPOWER SURVEY



Apparently the vast majority of the women who work part-time do so by choice rather than by force of personal economic circumstances: a government survey taken in mid-April, 1962, showed in non-agricultural industries 29% of women workers were employed as part-time workers (less than 35 hr./wk.). Over 24% were regular part-time workers. At the time of the survey, 3% reported that they were usually employed full-time but were working part-time for personal or miscellaneous reasons. The other 2% were working part-time because of economic reasons (slack work, repairs to equipment).[18]

Financial reasons motivate over one/fourth of the women who enter the labor force as part-time workers. College education for children, a higher standard of living, and accumulation of Social Security credits are some of the reasons.

Many women work part-time to "keep a hand in," i.e., they have worked before or have had previous professional, technical, or other specialized training and wish to keep abreast of new technical developments and practices in the field, or wish to stay current with the changing methodology of the office.

Still others wish to work to satisfy an inner need, a need to feel she is a "real" woman, a woman who is capable of and does make a real, useful, important, worthwhile contribution to the world outside of her family.[19]

[18] *1962 Handbook on Women Workers. Op. cit.*, p. 57.
[19] Cooper. *Op. cit.*, pp. 8-12, 16.

Seven out of every ten married women living with their husbands who worked part-time did so for non-economic reasons (labor disputes, bad weather, illness, vacation, demands of home or school duties, no desire for full-time work, full-time worker only during peak seasons). Women who must work to provide necessary subsistence for families work full-time rather than part-time. Among women who were widowed, divorced or separated—half indicated non-economic reasons for their customary part-time status.[20]

The counselor can recognize the problems of the part-time work counselee as different from those of the full-time work counselee, as he is dealing with a woman who, for the most part, does not have to work, who is seeking a position which will either provide her family with some of the "luxuries" (new car, color television) and "new necessities" (college education for the children) or will provide her with opportunities to gain self-satisfaction.

Many trained and competent women are unable to put their valuable skills to use; their commitment to husband, children, and home is such that they cannot work a "normal work schedule" for either full-time or part-time employment. Professionals in the employment field may:

1) Match job candidates of like skills. These women would then be offered as a package to an agreeable employer to fill one position. Between the candidates, a workable schedule of the job duties could be formulated.

2) Contract with an employer for a qualified woman to do a job in a given amount of time for a pre-determined sum, she being required to be "on the job" only at the appointed time for completion of the contracted project.

3) Encourage employers to establish unconventional schedules of work hours for some part-time workers, conforming to the school day rather than the work day, for women with school-age children.

4) Establish jobs within those industries and/or businesses which would allow a woman to determine her own hours from day to day and/or week to week.

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[20] *Part Time Employment for Women. Op. cit.*, p. 13, 15.

Businesses such as advertising firms, clothing design, and establishments engaged in interior decoration and design may be happy to have trained, skilled women under these conditions.

A different approach to the special problem of women who need part-time work to increase family income should be considered—a neighborhood pooling of abilities. Drawing on the diverse skills, interests, and abilities of all the women involved, a resolution for each woman's problem could be found. Women with working skills could be freed to take salaried positions; others could perform the tasks of childcare; still others could perform household tasks for all involved in the workpool. Each member of the pool would agree to participate according to her special abilities and interests and to divide the monetary rewards according to a pre-established plan satisfactory to all.

Home Self Employment

This possibility involves and requires **more** than the usual amount of initiative found in the woman who is normally seen by the counselor. A woman having the initiative and marketable personal service skills could, with some help, proper guidance, and hard work acquire a profitable and self-satisfying part-time occupation. Examples of "home self-employment" are to be found in the fields of cooking, handicrafts, needlecraft, dressmaking, as well as free-lance writing, contract typing, child-care service, and private tutoring. Joseph D. Cooper's book, **A Woman's Guide to Part-Time Jobs** contains an excellent discussion of this subject.

Some will question the need to concern themselves to such a great extent with part-time work for women. As more and more women, in the future, seek jobs, not always for purely economic reasons but for a combination of economic and self-fulfilling needs, more and more women will want part-time work rather than full-time work because it enables them to meet the obligations they feel toward their families and themselves. If the economic trends of today continue in their present direction, our industrial society will require an ever-growing number of workers, ESPECIALLY THOSE WHO HAVE SKILLS, and industry cannot afford to ignore the potential being wasted in women who are unable to move out of the home.

Unfortunately, far too many women who desire work, either full- or part-time, lack the necessary skills to obtain employment in any but the most menial positions. These fast disappearing, unsatisfying, low-paying jobs will hardly succeed in filling the wants and needs of either the woman of today or the woman of tomorrow. Staff members may propose to the employer who has need of qualified personnel, personnel which is in short supply, that he take on the job of developing within his business a program of on-the-job training or the establishment within his business and/or in conjunction with others, a training school. Though the application of this proposal is expensive, it is believed that it would, in the long run, more than pay for itself by making available the needed, properly trained personnel which would allow a business to operate at efficient, full capacity. Workers trained in this manner could be integrated into the business operation with a much shorter period of adjustment and could be producing at their efficient peak without delay.

Many of the bars have come down, and women are allowed to take their rightful place in the labor force. Advantages to the employer of hiring part-time labor are many:

—no paid vacation time

—no pension cost

—no sick leave

—no tenure

— — — —

Unions are slacking their opposition to the employment of part-time employees.[21] THE TIME IS RIGHT to encourage a re-examination of hiring practices.

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[21] Whalen, Marion M. "Renting People is Good Business." *Credit and Financial Management*, 1965, 67*(February 2)*, 12-15.

8

Invitation to Innovation

Confidential to Counselors of Girls and Women

1. The futures of many girls and women are yours to improve.
2. New attitudes and appropriate action can help you with this task.

Attitudes and action are related and frequently lead to innovation. Considering what has been said in previous chapters about multiple responsibilities, employment patterns, education and training horizons, and life planning needs, counselors of girls and women should strive for the following attitudes:

Flexibility

Are your attitudes future-oriented, or are you still guided by the old stereotypes such as:

> It is O.K. for a woman to work until she gets married.
>
> A mother's place is in the home.

Empathy

Attitudes of understanding and, to some extent, identifying with the needs of women counselees to balance home and work responsibility—or to aspire to high level jobs—or to seek referral to challenging volunteer jobs if appropriate—are essential.

Experimentation

Are you willing to try something new? New pathways can create new ways of doing things and maybe some new jobs better suited to the needs of specific women counselees.

Imagination

This applies to the counseling of individual women for multi-role lives AND to the involvement of employers, educators, community agencies, and counselees in selected action to solve problems related to the home-work-education-community roles of today's women.

Action approaches involving employers have numerous facets and fruitful possibilities.

Consider employer attitudes—There are certainly many men and many male employers in all sectors of the work world who are aware of and sympathetic toward the altered roles and expanded opportunities for American girls and women. Take special pains to identify these individuals. They are the ones to approach concerning the further development of part-time employment opportunities for women. Interest these employers in trial positions which can be accommodated to the home commitment schedules of applicants. **Publicize successful part-time placements.**

Interest sympathetic and enlightened employers in the notion of giving women who are unsure of their abilities and their employment aspirations in a "few days" of "trial" period on the job.

Promote special types of company-sponsored work-study programs that will permit potential women workers to learn or update skills on the job on their own time—the company provides classroom space and one hour of salaried time, e.g., 3:00-4:00 p.m., the worker provides one hour of her own time, e.g., 4:00-5:00 p.m.

Community agencies can be involved in innovation.

If the economic world and the education world need the abilities and talents of women who wish to make the double commitment—to family and to job—but can find no place adequate to take care of children, why not encourage—

> Establishment of low cost day-care centers in factories, offices, and schools.
>
> Upgrading and licensing of "senior citizens" and others as babysitters and "substitute mothers and fathers" for in-the-home care of children.
>
> Work with schools, business leaders, and community leaders to find ways to make use of school facilities to provide care for children between the end of the school day and the work day.

Community agencies are a special resource for volunteer placement. Future projections of increased leisure for all social classes may require more formal placement systems for volunteer work. The employment counselor may wish to explore possibilities for assisting individual women even at present where abilities and life circumstances indicate a voluntary position to be more suitable.

School systems and professional societies can be involved in new and special ways by the imaginative counselor.

> Elementary and secondary schools can be encouraged to schedule assemblies and seminars focused on women's roles in modern society. Parents and students can participate in planning and conducting such meetings. Employment counselors can serve as guest speakers, resource persons, etc.

Counselors can encourage schools and professional societies to provide extension of their programs by serving on boards and committees, by taking part in planning sessions, by contacting and educating the leaders. Extension for retention of skills the housewife-mother possesses is a necessity.

Extension of schools to

- Keep skill levels high
- Provide an opportunity to gain additional training
- Promote a desire to improve skills.

Extension of professional societies to

- Keep housewife-mothers current with changes
- Provide an opportunity to keep professional contacts active
- Promote a desire to return to the profession.

The action-innovation approach also means the conscious involvement of counselees.

Counselors cannot do the whole job. Counselees have to do their part. Counselees must be encouraged to do what they can for themselves. Some things counselees can do:

THINK

- About being consistent with "self"
- About family responsibilities
- About what a job really means.

TALK

- With husband about his feelings concerning working wives
- With children about their feelings concerning working mothers
- With significant others about how they feel concerning working women.

COMMIT

- Themselves to doing more than punching a time card
- Themselves to serving the employer's best interests
- Themselves to doing the best job possible.

FINALLY —

Counselors will want to consider and promote special educational programs and projects which will enhance their own abilities. This can be accomplished by suggestions that the Employment Service—

Sponsor special problem-centered seminars on counseling with girls and women.

Fund special projects designed to develop tools and resources to aid in the counseling process.

Promote research studies designed to provide data concerning special problems related to multi-dimensional roles of working women.

The entire area of women's responsibilities in community—at home—at work—is receiving increased attention from government officials, scholars and community leaders. The employment counselor can make a significant contribution toward the full development of the talents and abilities of girls and women.

A Selection
Of Annotated
Readings*

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* A selected list of annotated readings in addition to cited references.

Books

Hunt, Morton. *Her Infinite Variety.* New York: Harper and Row, 1962.

The modern woman's life is scanned from childhood through old age, then the various roles she is required to play are thoughtfully examined and carefully pulled apart for detailed inspection. The problems, conflicts, and difficulties; the satisfactions, victories, and achievements of the modern woman are explored. Piece by piece, this analysis leads logically to the inconsistent, but irrefutable conclusion: the modern woman will find greatest happiness not by returning to a simpler, old-fashioned pattern, but by consciously deciding in favor of the complex life, playing a multiplicity of roles, and performing a variety of tasks harmoniously.

Lifton, Robert J. (editor) *The Woman in America.* Boston: Houghton Mifflin Company, 1965.

A book entitled *The Woman in America* seems to offer a promise which could not possibly be fulfilled in the space of the few hundred pages of its text. It is a subject whose complexity is as great as that of American society itself. The intention of the book, therefore, is not so much to offer new data as to raise new questions about the manner in which the subject is usually treated.

Among the articles contained in this volume are: "Inner and Outer Space: Reflections on Womanhood", by Erik H. Erikson; "Equality Between the Sexes: An Immodest Proposal", by Alice Rossi; "Working Women", by Esther Peterson; and "Wanted: A New Self-Image for Women", by David C. McClelland.

Zapoleon, Marguerite. *Occupational Planning for Women.* New York: Harper, 1961.

The material presented in this book is aimed primarily at those persons who help girls and women plan their occupational futures.

Occupational Planning for Women adopts the point of view of the individual girl or woman seeking to be both useful and happy in her work in and outside her home rather than examining the occupational counseling of girls and women from the viewpoint of the nation's needs.

Periodicals

Bettelheim, Bruno. "Women: Emancipation Is Still to Come." *The New Republic,* Anniversary Issue, 1964, November, 48-58.

To make this a more livable society, by the close of the 20th century, woman's position in the home and out of it will have to continue that evolution toward social equality which began over a century ago.

Though much of this article is about working wives and mothers, the concern is not with the needs of American society for human skill and resources. The real problem is not how to make man fit for a job, but how to make the job fit for man—or fit for a wife and a mother.

Dolan, Eleanor F. "Counseling the Mature Woman." *AAUW Journal,* 1966, *59,* 62-66.

Throughout the United States, there exist employment opportunities for mature women of varying degrees of educational attainment. In order to aid mature women in taking advantage of these opportunities, two things are needed: a) clarification of the counseling needs of mature women; b) counselors to help them.

Hartley, Ruth E. "A Developmental View of Female Sex-Role." *Merrill-Palmer Quarterly,* 1964, *10,* 3-16.

Three points are stressed. First, sex-role differentiation takes place through a variety of highly complex processes, each of which contributes to a particular facet of status-related personality formation, perceptual sharpening, and response reinforcement. Second, in relation to research approaches, it seems clear that secondary cognitions must parallel primary cognitions for meaningful data. Third, definitions of role must be referred to subjects for valid interpretations of the meanings of any specific style of sex-role implementation.

Havighurst, Robert J. "Counseling Adolescent Girls in the 1960's." *Vocational Guidance Quarterly,* 1965, *13,* 153-160.

Havighurst discusses the functions of counseling with young people and why counseling with girls should be different from counseling with boys. Forms of deviancy and social maladjustment are explored. It is suggested that through all of these various forms of deviant conduct runs the search for identity. The need for counselor understanding of the variety of acceptable career patterns open to girls is emphasized.

Lewis, Edwin C. "Counselors and Girls." *Journal of Counseling Psychology,* 1965, *12,* 159-166.

Counseling needs of the "typical" high school and college girl and the vocational development patterns of girls in general are explored.

The handicap that the gaps in research concerning the vocational, educational, and personal development of girls in our society produce for the counselor and the need for better utilization of this country's womanpower receives emphasis.

Myers, George C. "Labor Force Participation of Suburban Mothers." *Marriage and Family Living,* 1964, *26,* 306-311.

A study of a group of junior and senior high school students showed: over one-third of the mothers of these students were working, the highest rate occurring in the industrial suburbs and the lowest in the residential suburbs. More of the mothers worked full-time rather than part-time. Rates of employment were higher in the low education category than in the high education category. There was an inverse relationship between the number of siblings living at home and proportion of mothers working. Size of family related more closely to work of mother than age of youngest child. Economic necessity, as inferred from husband's vocational status, was found to be the most reasonable explanation for variation in rates of employment between suburbs.

Rossi, Alice. "The Case Against Full-Time Motherhood." *Redbook Magazine,* 1965, March, 51, 129-131.

Dr. Rossi discusses the social changes which have come about in the United States in the last twenty years and how these changes affect the modern woman's role. Dr. Rossi concludes that: "Full-time motherhood is neither sufficiently absorbing to the woman nor beneficial to the child to justify a contemporary woman's devoting fifteen years or more to it as an exclusive occupation." Also offered are several ideas for solving the problems modern woman must face.

Roy, Prodipto. "Maternal Employment and Adolescent Roles." *Marriage and Family Living,* 1961, *23,* 340-349.

The hypothesis tested is: If mothers are employed and the children have to do more of the "housework", it then follows that the children have less time of their own for social activities.

With respect to school activities, the sons of employed mothers seemed to participate more than the sons of non-working mothers. The daughters of employed mothers seemed to participate less than the daughters of non-working mothers. Children of employed mothers seemed to have as much social life and spare time as children of non-employed mothers.

Sherrard, Edith H. "The Changing Volunteer in a Changing Society." *AAUW Journal*, 1962, *55*, 88-91.

Volunteer service activities in many fields, including social service, mental health, Red Cross, are on the increase in the United States and have produced a shortage of volunteer personnel. This shortage is likely to continue, and the requests for volunteers will most likely become more persistent and more urgent.

Westervelt, Esther M. "Womanpower—Wanton Waste or Wishful Thinking." *Vocational Guidance Quarterly*, 1962, *10*, 78-84.

Thoughtfully and pertinently Esther Westervelt discusses some of the many problems which must be solved if the United States is to make full use of modern womanpower. Of special interest are her remarks on "implications for vocational guidance" in which she states: "Women who derive the optimum amount of satisfaction from paid employment and manage most successfully to integrate it into the totality of their lives, early recognize that occupational choice and planning is for them, as for their husbands, a lifetime matter and not an ephemeral fancy or necessity."

Zissis, Cecelia. "A Study of the Life Planning of 550 Freshmen Women at Purdue University." *Journal of the National Association of Women Deans and Counselors*, 1964, *18*, 153-159.

"The Purdue University freshmen women in all of the groups studied here are characterized by their marriage as well as career expectations. The majority of these freshmen students are not thinking of choosing between marriage and career, but want both.

"In the national discussion of education, recurring attention has focused upon the education of women. Educators and counselors need to examine the changing patterns of women's lives and become fully aware of the special problems that women face in their educational planning."

Conference Proceedings

Dennis, Lawrence E. (editor) *Education and a Woman's Life*. Washington, D. C.: American Council on Education, 1963.

Continuing education for women is a must today and will continue to be a must in the future if we are going to make full use of American womanpower.

This publication contains thoughts, attitudes, and aspirations of a number of persons concerned with today's woman and the part education plays in her life. Topics discussed are: the opportunity and the need for the educated woman in our society; the role of the college in continuing education; pilot projects for continuing education for women.

Siegel, Alberta E. (editor) *Research Issues Related to the Effects of Maternal Employment on Children.* University Park, Pennsylvania: Social Science Research Center, The Pennsylvania State University, 1961.

The subject of this report is the "psychological conditions which exist within the family when the mother is employed outside the home." Particular interest concerns "how and in what ways the development of a child might be affected by the change in mother role from the traditional pattern of yesteryear."

"Maternal Employment: Situational and Attitudinal Variables", is discussed by Dr. Donald Brieland; "Changes in Family Functioning as Intermediary Effects of Maternal Employment", by Marian Radke Yarrow; "Characteristics of the Mother Related to the Impact of Maternal Employment or Non-Employment", by Alberta Siegel; and "What Aspects of Child Behavior Should be Studied in Relation to Maternal Employment", by Ruth E. Hartley.

Proceedings. "Women's Changing World". *Second Annual Women's Conference,* University of Utah, September 5, 6, 1963.

The conference on "Women's Changing World" sought to create an awareness of the changes in our society and the implications of these changes. It also focused on the needs for volunteer help; education for women; meaningful leisure-time pursuits.

Among the many informative addresses included in the proceedings are: "New Directions: Change and Challenge", by Mrs. Philip A. Hart; "New Decisions: Freedom of Choice", by Oakley J. Gordon; "Woman's Self-Image", by Jo Eleanor Elliott.

Report. "American Women". *Report of the President's Commission on the Status of Women,* 1963.

"American Women" contains the report of the Commission concerning: "Education and Counseling"; "Home and Community"; "Women in Employment"; "Labor Standards"; "Security of Basic Income"; "Women Under the Law"; and "Women as Citizens". Of special interest is the "Report of the Committee on Education Concerning Guidance and Counseling". "American Women" is an invitation to action.

Report. "Consultation on the Employment of Women with Family Responsibilities", Women's Bureau, Department of Labour of Canada, February 17, 1965.

Though this publication is directed toward occupational counselors in Canada it contains much information of value to *all* counselors of girls and women.

Four areas of particular interest are: "Counseling and training for women who enter or re-enter the labour force after varying periods of time devoted to their families"; "Day care services and facilities for children of working mothers"; "Provisions for maternity leave"; and "Part-time work".

Report. "Today's Woman in Tomorrow's World." *Conference Commemorating the 40th Anniversary of the Women's Bureau,* United States Department of Labor, June 2, 3, 1960.

This publication evaluates women's progress over the last 40 years and takes "an informed and responsible look at the future for women."

Valuable information designed and planned to help today's woman prepare for tomorrow's world is provided in the published remarks of panelists and speakers. Among these are: James P. Mitchell, Esther Peterson, Margaret Culkin Banning, James T. O'Connell.

Government Publications

U. S. Department of Labor. *Job Training Suggestions for Women and Girls.* Leaflet 40, U. S. Government Printing Office, 1965.

A brief but valuable guide to "Training for Future Employment." Among the subjects touched upon are: where training can be obtained; in-service training programs; apprenticeship programs; federally aided programs.

U. S. Department of Labor. *Publications of the Women's Bureau,* Leaflet 10, U. S. Government Printing Office, Revised October 1965.

A listing of the most recent and currently available leaflets, bulletins, conference reports, and visual aids that may be obtained from the Women's Bureau through the Superintendent of Documents. The materials cover a wide range of topics dealing with "Women Workers", "Professional, Clerical, and Service Opportunities for Women", "Standards and Legislation Affecting Women".